About the Authors

Dr. Jenny, a professor at State Teachers College, West Chester, Pennsylvania, is also president of the State Association . . . **Dr. White** is pastor of the First Presbyterian Church in Lincoln, Nebraska . . . **Dr. McAdam** is an assistant professor at Northern Illinois State College, DeKalb . . . **Dr. Baley** is an assistant professor at Cortland State Teachers College . . . **Dr. Field**, Director of the College Division of Arnold College at the University of Bridgeport, was a fellow participant with **Dr. Baley** in undergraduate days . . . **Dr. Fait** is an associate professor at the University of Connecticut . . . **Dr. Shaw** is a professor at Syracuse University, and a contributor of long standing . . . **Dr. Long** is a professor at Wake Forest College, with both the Ph.D., and M.P.H. degrees . . . **Dr. Seidenfeld** is director, division of psychological services and public education of the National Foundation for Infantile Paralysis . . . **Dr. Rigan**, the winner of the first fellowship in research awarded by Phi Epsilon Kappa, is a supervisor at the University of Michigan . . . **Dr. Van Bibber** is director of the School of Physical Education at the University of Connecticut . . . **Dr. Kenney**, a professor of physical education at the University of Illinois, is supervisor of the service curriculum there . . . **Richard Pilmer**, a former teacher in California Schools, is an officer in the Air Force . . . **Mr. Harrison** is an instructor at Oklahoma A & M College . . . and **Mr. Caldwell**, a former instructor in the YMCA, is now a teacher in Queen Elizabeth High at Calgary, Alberta.

Department Editors

TEACHING TECHNIQUES
Nelson G. Lehsten

ELSEWHERE IN THE WORLD
C. O. Jackson

TEACHABLE DANCES
Harry Grabner

BOOK REVIEWS
K. W. Bookwalter

RECENT ARTICLES
K. W. Bookwalter

WHO'S WHO IN THE PROFESSION
K. W. Bookwalter

The Physical Educator
of
PHI EPSILON KAPPA

Vol. XIII December, 1956 No. 4

PLAY ACTIVITIES OF CHILDREN AT HOME 123
John H. Jenny

PHYSICAL EDUCATION AND THE COMMUNITY 125
C. Vin White

A TOOL FOR GUIDANCE 126
Robert McAdam

SOME CONTRIBUTIONS OF GYMNASTICS 127
James Baley

STUNTS—PLUS 129
David A. Field

COMPETITIVE ATHLETICS—CULPRIT OR CONTRIBUTOR TO EMOTIONAL DEVELOPMENT? 130
Hollis F. Fait

THE OPERATION OF A VALUE SYSTEM IN PHYSICAL EDUCATION 132
John H. Shaw

HEALTH INSTRUCTION IN THE REQUIRED PHYSICAL EDUCATION PROGRAM 134
James W. Long

A MEDAL FOR THE TEACHER 135
Morton A. Seidenfeld

THE EFFECT OF SPONTANEOUS EXERCISE ON A MAMMARY-TUMOR-BEARING STRAIN OF MICE 136
Dennis Rigan

THE N.C.A.A.'s SANITY CODE AND IT'S EFFECT ON INTERCOLLEGIATE ATHLETICS 138
George Van Bibber

UNIVERSITY PHYSICAL EDUCATION 139
H. E. Kenney

CITY-WIDE EXHIBIT 143
Harry Grabner

BURLS AND JOYS 145
Richard Pilmer

A MAJOR CLUB PROJECT 150
Aix Barnard Harrison

IN-SERVICE TRAINING FOR MAJOR STUDENTS 153
Sheldon Fordham

WEIGHT-LIFTER 153
Stratton F. Caldwell

Departments

In the Editor's Corner 122
Teaching Techniques 144
Elsewhere in the World 146
Teachable Dances 151
Book Reviews 154
Recent Articles 156
Who's Who in the Profession 158
Index 159
Phi Epsilon Kappa Directory of Officers ... *Inside Back Cover*

THE PHYSICAL EDUCATOR is published in the month of March, May, October and December by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education at Indianapolis, Indiana. *Entered as Second Class Matter at the Post Office, Indianapolis, Indiana, under the Act of August 24, 1912.*
Single copies and back copies are 60 cents. *ALL FINANCIAL TRANSACTIONS SHOULD BE DIRECTED TO THE BUSINESS MANAGER, 3747 N. LINWOOD AVENUE, INDIANAPOLIS 18, INDIANA.*

In the Editor's Corner

Stand Up and Be Counted!

DURING THIS ELECTION YEAR, great emphasis has been placed on our responsibility as citizens. "Exercise your right in a democracy. Vote for the candidate of your choice!" The result has been one of the largest recorded votes in history.

To "stand up and be counted" is important, but it is even more important to understand the issues involved, and to make intelligent choices. Few people vote with their "heads" instead of their "hearts". Emotions rather than intelligence are often the determining factors. We seldom take the more difficult road, that of studying the situation before making up our minds.

"The Report That Shocked the President" focused special attention on our profession, and the lack of fitness of our youth. The national conference in June, followed by a working conference last fall, has brought many issues before us.

What are YOU doing about all this as a professional person? Here are some suggestions:

1. Keep up your state and national memberships in professional organizations.
2. Read each issue of the publications carefully and make use of many of the fine ideas and suggestions found there.
3. Attend professional meetings and be a participant and a contributor.
4. Speak to local groups; show the film "They Grow Up So Fast" at various meetings; and do a good job of public relations.
5. Be a good citizen, student, teacher, and/or research person.
6. Dress neatly and properly for each class, each activity, or each responsibility.
7. Consider each pupil or student as an individual and treat him accordingly.
8. Make adjustments for these individual differences in your curriculum and in your teaching, in so far as this is possible.
9. Plan the best possible curriculum for your situation, and improve and strengthen this continually.
10. Develop a curriculum outline and post each unit plan on the bulletin board where students can see it. This should include, in addition to the skills, knowledges, attitudes, and conditions to be acquired, a plan of grading or evaluation as well.
11. Be in good health, keep physically fit, and "practice what you preach". Above all, be a loyal and cooperative faculty member.

When you "stand up and are counted", "cast your vote" for a better functioning curriculum in health and physical education by your own actions and your own contribution as a professional person.

C. O. JACKSON

Play Activities of Children at Home

John H. Jenny

TODAY OUR PROFESSION finds a deep concern on the part of lay personnel for the physical fitness of its children. Parents are especially asking themselves about their responsibility for the play activities of children at home. This points to a deep interest in this phase of the learning process. This reawakened interest may stem from several sources and could possibly come from a concern for the inadequacy of the physical education and recreation program in some schools and communities. Or, it could possibly come from a renewal of the recognition of the responsibility of the home for the play of the child. And lastly, it could be initiated by a desire to supplement the physical education program of the school. Whatever the source of the interest (and we in the profession hope that it stems from a desire on the part of the parents to assist with and supplement our programs) it is a healthy sign and brings forth some questions to be answered when parents ask "What should be the play activities of children at home?"

Some Definitions

It seemed necessary before proceeding to list and discribe such a program of "home play," to define our terms so that all would be thinking and talking about the same thing. What do we mean by play? "It is quite true that much has been written about play. It is doubly true that play has almost without exception been attributed to children in their activities of an unproductive nature, but we have also heard of adults playing. What is the nature of play that it is attributed to the child and what is the basis of the theory that an adult is childish if he plays? Is play something that one outgrows? Is this 'maturing' a mental process or physical growth? Why will a young man seeing a basketball roll across the gymnasium floor make a wild dash to retrieve it and that same young man years older not even give the basketball a second glance when the situation recurs? What is the nature of this play which has been recognized as a natural activity of children?"[1]

Thorpe states,

"Most present-day views in this field (play) are founded upon the knowledge that the child is an active dynamic being whose fundamental physical and psychological needs can be met in part through the medium of play. Play in itself may be regarded as a need which, when intelligently directed, brings in its wake, not only physical well-being, but a sense of acceptance and emotional tonus as well. Properly supervised play is believed to involve many potentialities for growth and development of children and youths."[2]

"Play can be described as a spontaneous outburst of some dynamic force from within which when properly directed in leisure becomes recreation. The play of children without this proper direction might be considered with the same disdain that idle leisure be given when found in the adult. Play is a definite dynamic force of the internal environment found in the growing organism. In the beginning this force is expressed in physical activities. We recognize this force in the child and desire to give it direction for educational outcomes."[3]

Some Questions

What should be the activities included in a program of "home play?" When should this program begin? How long should it continue? When should it be discontinued? What should be the responsibility of the home for providing leadership? For providing materials and facilities? For providing the time? The answers to these questions and others which concern the play of children and the recreation of adults cannot all be answered in this short article. In fact some have not yet been answered adequately in our culture. We can, however, make a start so that parents might know at a glance whether or not they have made a good start, must get started, or are on their way.

Responsibility of Home

It begins with the first rattle which is presented to the baby shortly after its birth and continues with each playtoy and game which the average American child accumulates through gifts and purchases. Some of this accumulated property may be fine educational play things and quite properly may be introduced at the right psychological age for the child's normal development while others may be just "gifts" more gratifying to the adult giver than to the child. We do not wish to take time here to develop the need for proper play toys and activities of the pre-school child. It is however a topic which must be given much more thought by parents than has been given in the past. Our topic is that of the play of school children while at home.

"Homework"

In order to supplement the program of the school which at the primary level should include games, rhythms, and stunts or self-testing activities, the home should assist the school by providing for the practice of those activities previously taught at school. Since the parents are told by the children when they assist with academic homework, "That's

[1] Jenny, John H., "Introduction to Recreation Education," Philadelphia, W. B. Saunders Company, 1955, pp. 15, 16.

[2] Thorpe, Louis P., "Child Psychology and Development," New York, Ronald Press, 1946, p. 201.

[3] Jenny, Op. Cit. p. 16.

not the way we do it at school" the same might be true in physical education and play activities. The parents should check with the school and through its guidance assist with this "homework." This is not uncommon. During a recent Christmas holiday the Swarthmore-Rutledge Schools sent information home and a description of exercises for the parents to supervise. These exercises were designed to assist with raising the physical fitness level of the child as previously determined by tests at school. Homework can be interesting in this area since parents and children may participate together in educational and recreative activities.

Sponsorship

In addition to assisting with the already demonstrated and assigned activities the home should sponsor play activities of the children which are not offered by the school probably because of lack of funds, insufficient leadership, inadequate facilities, or insufficient time for scheduling. Arts and crafts, music, and activities of a wide variety of hobby interests such as stamp collecting, mineral collecting, leaf collecting, and a host of "collecting" hobbies are not only fun for the entire family but are lasting lifelong activities. In addition to the collecting hobbies there are the creative hobbies such as woodworking, model building, painting, sculpting, and home gardening in which the entire family can play and create. All of these are activities in which the home can supplement the school program and many times excel in teaching.

Many schools do have the leadership, facilities, materials, and time to do this type of recreative job but for the most part the teaching and directing of hobby activities is a responsibility which the home can assume. Here are play activities which might be begun by the very young and continued throughout the child's later life.

The intermediate child has a greater need for self-testing activities and stunts than does the primary school child. The need for personality development and status getting is strong during the fourth, fifth, and sixth grades. Children will practice long hours at perfecting a physical skill. Here is the time when Mom and Pop should devote time to playing games, doing needlework, dancing, and other skill activities with the children. It must be recognized that the intermediate child is prone to be alternately extremely active and extremely passive. Take advantage of both periods for active game participation and passive hobby activity.

Care must be taken during this period of the child's development not to sponsor the type of play activity which can be detrimental to the young child, especially to the boys. Every Christmas finds the intermediate school boy asking Santa for equipment which will give him status, and headaches and heartaches too. Christmas has been the time for football helmets, shoulder pads, footballs, boxing gloves and the like.

At the intermediate age and during the succeeding years of the early junior high school the participation in body contact sports such as tackle football and boxing is condemned by authorities in the field of health, physical education and recreation.

"The kind of competitive sports planned for children in the elementary school must be based on what is best for the growth and development of boys and girls at this level of maturity."[4]

This statement is taken from a publication which resulted from a national conference of parents, teachers, physicians, administrators, nurses, physical education specialists, and others concerned with the welfare and well being of your children.

"In selecting sports activities for the child of this age level it is necessary to consider the rates of growth at the same chronological age, the rapidity of growth, the demands on physical energy, the emotional pressures, and the incomplete development and ossification of the skeletal system. Tackle football and boxing are not advocated for this level. Both educational and medical authorities agree that these activities are undesirable for children of elementary school age."[5]

A recent article by Dr. Wilton Krogman of the Child Guidance Clinic of the University of Pennsylvania entitled "Child Growth and Football"[6] set forth the entire story of the dangers inherent in this sports area.

There are those parents who when confronted with these condemned activities and the need for control will say "but the next door neighbor permits his sons to play. What can I do?" If the next door neighbor permitted his young sons to frequent the local tap room would they also permit this? Each would of course exercise his parental perogative and decide what was best for his children. So it must be with football and boxing.

Parents should be made aware of the assistance which they can give to the school in the tremendous task of providing sufficient time for the physical development of their children. Parents can provide those activities of a play and recreative nature which the school because of various limitations cannot offer. Then too parents ought to recognize the needs of the child at each level of his development. Here they (parents) should seek out the advice of the physical educator and physician. The psychologist and other school personnel ought to be consulted with regards to the play activities which can assist with personality development. The activities learned at school and at home should find outlets in group and family games.

---

[4] "Physical Education for Children of Elementary School Age," Athletic Institute, Chicago, Ill., 1951, p. 22.
[5] Jenny, Op. Cit. p. 70.
[6] Journal of Health, Physical Education and Recreation, 26:6:12, December, 1955, p.

Physical Education and the Community

C. Vin White

WHENEVER PHYSICAL EDUCATION is considered as a community function, it is elevated to its original and proper position. In the earliest forms of society, physical exercise, active games, competitions, and other forms of individual and group events were planned and carried out. Because of such programs, people were welded together into a better social unit, and the health and well-being of the community was raised.

In our day, military communities are very much aware of the values of a physical education program. Not only do strong, healthy bodies make better fighting men, but events of skill and sport benefit both the participants and the non-participants by uniting them in friendly competition and loyalty. Even those who neither participate or observe, share in the benefits of such a program. The whole atmosphere of the community is improved.

There are two basic questions to be considered when we think of physical education and the community.

In the first place, *what is it that the community asks of all enterprises functioning as elements in its social structure?* It is assumed that a community physical education program is one of the vital elements in such a situation.

Such endeavors should provide opportunities to recruit, educate, and develop potential leaders. Vital programs give attention to touching the greatest number of persons, the greatest number of times, over the longest period, for community purposes. Those services which unite the community by loyalty to a common cause make an invaluable contribution.

As varied community activities are reviewed, it is apparent that physical education, and especially the interscholastic or sports programs in a community fill these requirements to a very high degree. The large groups, the enthusiastic groups, the loyal groups are often found more frequently where some form of physical education is being demonstrated.

Add to this, the fact that sports events initiate positive, aggressive programs of goodness, not only as preventatives for badness, but primarily as a fullfillment of a community's high destiny, and the situation becomes clearer. Here, the chasms between generations is bridged. The old and the young, the parent and the child, the small and the large, the rich and the poor, are united without regard to age, or to personal obligations. Here it is that people are considered first as people. False barriers of prejudice and discrimination are shattered.

Physical education programs as part of a community's life make a contribution to good citizenship that is difficult to evaluate save only to comment that it has rich and lasting worth. Any one engaged as a leader in such programs is in a big and important business.

Another question that merits attention is this: *What contributions can a program in physical education make in terms of these basic community requirements?* Perhaps the following simple statements may clarify our thinking.

A physical education program puts both people and principles on public view. It is a public relations opportunity second to none. It assumes responsibilities to the community which strengthen the community. It asks the community, in return, for time (very often leisure time), energy, money, and talent. Some communities are awakened to talent and power never before realized.

A program in physical education actually does operate in a way that can and does build character. This is true because it works with the entire person, within the demands of the community, under the agreed restrictions of the events, and according to the endowments of the participants. These all add up to a laboratory for the growing and developing of character.

Such a program also presents a wonderful lesson in fine social development as it cuts across all social, cultural, economic, and religious barriers. It sets a pattern in breaking down barriers which still persist in housing, churches, and even in some schools. Here a valuable and significant contribution still remains to be made.

Leaders in such community programs are to be congratulated and encouraged, as they show the way in this important and crucial social development. Here is a teaching situation second to none. Here are demonstrated what is meant by honesty, fidelity, cooperation, team-work, winning, and losing. Some talent and much practice is expected of the participants. The community then comes to view the demonstration as part of its own development.

For the leaders of community sports and physical education programs, there is an element that goes beyond any measurement. The compensations just cannot be tabulated or weighed. To be one of the most important persons in the community, to be engaged in one of the most lasting endeavors for good, to be touching the growing edge of the social unit, who can compute what a person has gained or been paid for being so engaged?

Let every community give strong financial and

moral support to worthy endeavors in this area, to the end that we may have good, well-organized and properly administered programs on a community basis. Physical education and sports for everyone, as a participant, whenever possible, and as an appreciative and understanding spectator at other times, is becoming more and more part of our heritage, and recognized as vital part of our obligation for good citizenship.

Editor's note: A modern educational program in physical education, including interschool sports, carries with it a great potential for affecting not only the participants but the entire community. The program most always reflects the quality and character of its leadership, and such leadership can be the very best, with emphasis on something for everyone, or just the opposite, if winning at all costs on the part of a few of the physically elite is the goal. Dr. White has stressed some of the possibilities inherent in a good program, and indicated certain responsibilities for everyone in the community.

A Tool for Guidance

Robert McAdam

IN CONSIDERING procedures for the selection of activities for a physical education curriculum in a new military service organization, a classification and guidance plan has been proposed.

The essence of the plan is to give candidates physical motor tests through which they may be identified according to their areas of greatest physical needs, and at the same time according to their areas of greatest strength. They are then guided individually and collectively into the physical activities which will best satisfy their needs.

This plan is based on the assumption that motor fitness may be broken down into components, and that these components may, in some way, be objectively evaluated. For example, if endurance (1), strength (2), flexibility (3), balance (4), agility (5), and power (6) are considered as representative components of total motor fitness, and if each is measured and scored on a standard score table, then each candidate taking such an examination may be given identification according to his motor liabilities and assets.

Let the first of four identifying numbers represent the candidate's area of greatest need as reflected by the scores on the tests. Assume this to be the area of power or number 6. Let the second and third numbers of the identification represent the secondary areas of greatest need. Assume these to be flexibility (3) and balance (4) for the same candidate. Now, let the fourth number of the identification represent the best area of performance, *i. e.*, the candidate's area of greatest motor strength. Assume this to be endurance, or number 1. His identification is therefore 6341 and means that the candidate has a primary activity need in power events, secondary needs in the areas of flexibility and balance, and is relatively better in the endurance component.

The identification number may then be used as a guide in selecting activities which will best "round out" the motor development of this candidate or a group of candidates with this or similar contests may be classified into endurance building identification. Not only exercises, but games and activities, balance building activities, etc., and obstacle course work may be so planned as to put heavy emphasis on that part of the obstacle course training which develops endurance, balance, etc.

Modification of the individual identification number is provided for those individuals who excel in motor performance by awarding a "0" (zero) for each component of the motor test for which his score lies above some arbitrary cut-off point—say, the 80th standard score. Individuals who show identification of 0001, 0006, or 0004, etc., may then be guided into general activity programs for they score above the 80th standard score in all components the fourth number once again indicating their motor area of greatest strength.

In such a plan individuals may be grouped according to their area of primary motor needs, and the group may be subdivided according to secondary needs. This provides attention to individual needs in a group participation program. Also, *any group* (flight, company, student body) may be viewed for identification in order to determine the type of activities which will best satisfy its needs.

This plan has the advantage of giving special purpose and direction to the physical education curriculum and provides clasification knowledges for assignment purposes since the motor needs and strength of each individual are identified. In addition, it provides motivation for the individual by giving him increased knowledge of himself and the kind of activities which will best "round out" his training needs.

An evaluation of this plan may be made by retesting the individuals after several months of guided activity. If the numbers in the identification change, or if the scores increase in the areas of greatest motor need, it is, in all probability, a favorable reflectnig of the guided plan.

Properly modified, the program of identity and physical guidance could be an asset to schools and school systems as well as to military and industrial organizations.

Some Contributions of Gymnastics

James Baley

TRADITIONAL FORMAL GYMNASTICS are a thing of a bygone day. Gymnastics have been streamlined, modernized, Americanized! Today gymnastics are presented as informal, competitive, funful, play activities. The competitive elements of the activity are being encouraged. The desire to excel, to do the best and biggest is there as it is in all other American sports. This is in accordance with a force common to American society known as competition. Competition is peculiar to the American structure. It is a driving force in every phase of American life—economic, political, and recreational. It is inevitable that this ideal should influence gymnastics as it has every other sport in America.

Background

A knowledge of the history of gymnastics may lead us to a better understanding of its present status and of its place in a physical education and athletic program. The activity is as old as man himself. He has always swung from branches of trees, executed somersaults, and tried to stand on his hands. Early Greek stone carvings show pictures of men doing various gymnastic stunts. Guts-Muths, a German, gave the activity much impetus through his vigorous promotion of the sport. He used it however, as means of developing discipline and courage among the German soldiers. This necessitated the presentation of gymnastics in a manner which would bring about the development of discipline and courage.

He therefore had small groups of five to ten men performing on each apparatus. A leader demonstrated a stunt or combination of stunts and each man would take his turn in order, marching stiffly and in a military manner toward the apparatus making square corners. His face was expressionless. When he finished the stunt or stunts he quickly assumed the position of attention beside the apparatus and marched stiffly back into his place in line.

"Father" Jahn came along sometime later and tried to use gymnastics as a liberalizing force. He had his followers meet in cleared areas in the woods where they would compete informally in gymnastics (much as we do today), discuss politics, and listen to Jahn talk. However, Jahn and his informal gymnastics lost out in feudal and land-hungry Germany. Gymnastics was again used as a disciplinary tool and continued to be used in that way until World War II.

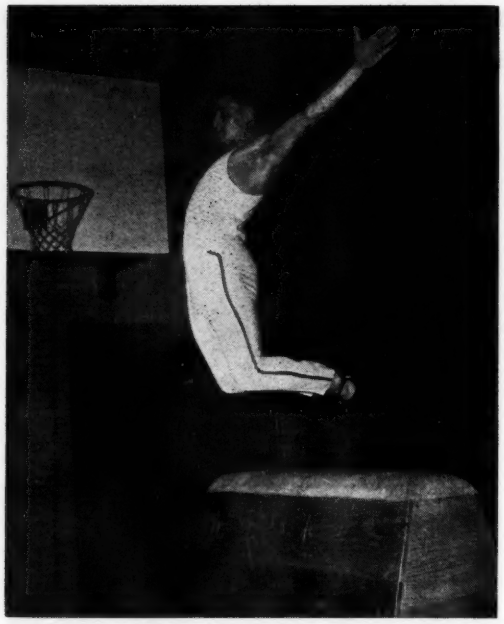
Gymnastics was introduced into the United States by the immigrant Swiss, Czechs, Swedes, Danes, and Germans through their Turnvereins. As would be expected, they did not try to adapt it to our American culture, ideals, or philosophy. They transported and transplanted it here in its entirety. Obviously, it did not fit in. The offspring of the immigrants and the new immigrants kept the sport alive for a while but it continued to move toward oblivion.

Giant Swing

The Situation Today

Gymnastics is now again moving back to its rightful place in the athletic world by American gymnastics coaches who have adapted it to our culture.

The informal method in gymnastics utilizes the natural interest of the student. The desire to learn a stunt comes from within. It is not imposed from without. Students will be found scattered about the gymnasium practicing on whichever apparatus appeals to them at the moment. Three or four might be tumbling, four or five might be trying new stunts or perfecting old ones on the parallel bars, and others may be "working" on the horizontal bar. Students learn stunts mainly from one another; however, the instructor will pass from group to group demonstrating and explaining various stunts which the student may or may not attempt according to his level of proficiency and



A Vault

whether or not the stunt appeals to him. Comments such as the following will be heard from the students: "Let's see you do that one, Joe," "How was my form that time?", "How did you do that, Art?". The activity obviously is inherently interesting and challenging.

Values

The physiological benefits resulting from participating in gymnastics are great. Gymnasts consistently score higher in tests of balance, flexibility, agility, and coordination. The sport develops strong symmetrical bodies with emphasis upon the muscles of the shoulders, arms, chest, back, and abdomen—muscle groups which are greatly neglected in most of our American sports. Development of the muscles of the legs results from vaulting over the long horse, Swedish box, elephant, and the buck; from the use of the spring board and the trampoline; and from doing doubles and triples balancing. Improved balance, flexibility, agility, and coordination result from participation in gymnastics due to the many unusual positions in which the body is placed while in movement and while static. "Improved health" is included in every list of educational objectives. Gymnastics certainly improves health through improving physical fitness which is one element of health.

Gymnastics can be taught in such a manner as to become a great force in developing socially desirable reactions and attitudes. A cooperative and helpful attitude should be developed in the gymnasium. Boys should help one another analyze their mistakes, criticize items of form, and be always ready to "spot." They should all "pitch-in" in setting up and returning equipment.

Boys can be taught to respect the privileges of others by not monopolizing the apparatus and by waiting their turn.

Concluding Statement

Gymnastics has a place in every well-rounded athletic and physical education program. Many boys are short or of medium height, small boned, muscular, well-coordinated, and have a love of physical activity. Some are too short to become proficient in basketball and others are not heavy enough to make the football team. Some do not have strong and aggressive tendencies so do not go out for wrestling or lacrosse. These boys should not be denied participation in some form of athletics adapted to their physical and mental make-up. Gymnastics for them, may be the answer.

WORK

"If you are poor, work. If you are burdened with seemingly unfair responsibilities, work. If you are happy, work. Idleness gives room for doubts and fears. If disappointments come, keep right on working. If sorrow overwhelms you and loved ones seem not true, work. If health is threatened, work. When dreams are shattered and hope seems dead, work. Work as if your life were in peril. It really is. No matter what ails you, work. Work faithfully—work in faith. Work is the greatest remedy available for both mental and physical afflictions".

Korsaren

* * * *

After a few years of marriage, a man can look right at a woman without seeing her—and a woman can see right through a man without looking at him.

(Source unknown)

Stunts—Plus

David A. Field

THE SCOPE of a gymnastic course for men majoring in Physical Education may be as broad as the administration permits. The beginning teacher may think largely in terms of learning stunts. Although this will always be an integral phase of such a course, broader implications indicate that there are numerous other areas that must be emphasized if the student is to have adequate preparation in gymnastics.

Many obstacles constantly confront the teacher to prevent him from reaching the objectives for which he strives. Short periods, large classes, the instruction of stunts in a wide variety of events, the movement of equipment—all seem to limit his endeavors. However, when he remembers that learning occurs best when it is based on personal activty, and that out-of-class assignments can be made to aid this learning, he feels more certain of reaching his goals.

In determining learning activities for a gymnastic course, it is appropriate to consider the philosophy that lies behind the planning. Two worthwhile objectives for the student would be the execution of basic stunts reasonably well in all the events, and a breadth of understanding of the sport from the teacher's point of view.

To achieve such objectives, it would be worthwhile to list the learning activities under the following three headings: (1) Appreciation of fundamental skills and associated techniques. (2) Appreciation of equipment problems. (3) Appreciation of more advanced gymnastics.

1. *Appreciation of Fundamental Skills and Associated Techniques.*

Suggested Learning Activities

(A) Practicing of the required stunts in all events, and the required completion of a pre-determined number of stunts.

(B) Application of personal safety and the correct spotting for others.

(C) Written examinations pertaining to: history of the sport, nomenclature, objectives, care of equipment, safety, techniques of stunts, and rules of competition.

2. *Appreciation of Equipment Problems.*

Suggested Learning Activities

(A) Participation in definite squad assignments for "setting up" and "carrying away" of apparatus and mats.

(B) The compilation of a notebook that would contain catalogs of companies that sell apparatus, mats, uniforms, and chalk, as well as firms that specialize in the repair of equipment.

(C) Constant checking on each other to assure the proper movement of mats on dollies or by the handles.

(D) Student repair of mat handles or frayed surfaces.

(E) Saddle soaping of horses and bucks.

(F) Laundry of trampoline covers, and repair of the springs.

(G) Construction of such equipment as: chalk boxes, score cards for meets, vaulting boxes, outdoor parallel bars and rings.

3. *Appreciation of Advanced Gymnastics.*

Suggested Learning Activities

(A) Viewing movies that portray high caliber gymnastics such as those distributed by the A. A. U. and N. C. A. A.

(B) Viewing appropriate television programs that feature gymnastic activities.

(C) Witnessing intercollegiate competition at the local institution or at nearby schools.

(D) Assisting in the administration of local intercollegiate or intramural meets.

(E) Review of good instructional material in the form of books, periodicals, and visual aids which should be made available by the instructor.

Concluding Statement

If learning activities comparable to those mentioned above could be incorporated into a gymnastic course, the student would have a much better overall picture of this sport. The same type of activities could easily fit into a track course also. The typical physical education major finds gymnastics a com-

A Handstand

paratively difficult activity because of the meager training he has had prior to his college work. Therefore, the more activities that we can provide to supplement his learning of stunts, the more appreciation he will have towards the sport and the higher will be his potential as a teacher.

Competitive Athletics—Culprit or Contributor in Emotional Development

Hollis F. Fait

ASK A LOYAL AND ENTHUSIASTIC supporter of inter-school competitive sports what contributions the program makes to the development of the young participants, and his answer will likely be that it engenders sportsmanship, emotional control, a cooperative spirit. By the use of these phrases he conveys his belief that athletic competition is a positive influence in developing desirable behavior and character traits.

But make the same query of someone who seriously questions the values of strenuous competitive athletics, particularly for pubescent and pre-pubescent children, and you will be told that the anxiety and worry created by strenuous competition are definitely harmful to immature youngsters. Thus the question of the effects of athletic competition upon the emotional adjustment of the immature participant has been debated in educational circles for the past several years.

A review of the literature dealing with the problem[1] reveals these two distinct and opposing points of view: (1) the emotional stress and mental readjustment required by strenuous competition produce harmful results in a growing child; (2) participation in competitive athletics offers the youth unusual opportunities for self-satisfaction and the development of desirable personality and character traits.

The factors which contribute to the emotional stability or instability of an individual cannot be easily traced to their sources. Consequently, the degree to which the emotions aroused by competitive athletics cause or contribute to adjustment or maladjustment cannot be readily measured. But because of the great divergence of opinions on the question, it is well for all of us to examine such scientific evidence as is available and apply it to our problem in the hope of seeing the values or lack of values that the inter-school athletic program has for our children.

Experimental evidence demonstrates profound changes in the function and structure of some of the organs of the body do take place when an individual becomes highly emotionalized. It is widely believed that these emotions hasten a breakdown of the visceral functions. The frequent loss of appetite and weight and severe digestive disturbances under prolonged sorrow, anxiety, or worry are indications of this. However, these physiological changes are not evident when emotions are followed by physical exertion. Fear and anger and other emotions of this class are preparatory reactions in the form of mobilization of organic and visceral resources for the maximal physical exertion; and, when these resources are not used, a probable detrimental effect upon body functions results. It would appear, then, strenuous physical activity prevents bodily disturbances engendered by emotions. However, there are many other facets to emotional development besides this aspect of the problem.

It is difficult to determine the effects winning or losing a game or even being a competitor will have upon the participant. How a player responds to having struck out with the bases loaded and the educational implications of the situation undoubtedly depend upon many factors among which will be the type of coaching, crowd response, parental attitude and the past experiences of the batter.

Personality, which may be defined as the sum total of behavior, is definitely affected by emotions. Thus the intensity of emotions engendered in athletic competition has an effect upon the attitudes and personalities of the participants. It is these attitudes and personality changes that have led to the conception that athletic competition develops character, personality, leadership, and the ability to take democratic action. Such broad generalizations without reservations or further explanations are largely false. It would be impossible to assume that such development is automatic in competitive athletics and hence, an inherent part of such activity. Dishonesty, unfairness, and arrogancy are just as readily and easily developed in the participant in compettitive athletics as the qualities of honesty, fairness, and humility. The characteristics developed depend upon the approach to and the guidance offered in specific situations.

[1] Fait, Hollis, *An Analytical Study of the Effects of Competitive Athletics Upon Junior High School Boys*, Microcard Publication, University of Oregon, Eugene, Oregon.

There is reason to believe that emotional stability or instability is not an inherent result of competitive athletics but is, rather, dependent upon the guidance received and the example set by the coaches and other school personnel. If one sees team members displaying an excessive amount of emotion in winning or losing a game, one can often see a similar type of action on the part of their coach. A coach who stalks from his bench in anger every time a foul is called upon one of his players is probably not going to instill emotional control in his charges. On the other hand, a coach who exhibits emotional control and insists upon the same from his players will probably help the participants to develop greater emotional stability and maturity.

Mouthing the great benefits to be derived from inter-school sports does not insure their existence. A definite plan for the development of desirable characteristics must be made and carefully worked out during practice sessions and actual competition. This precludes that winning the game is not the most essential feature of inter-school competition. The great emphasis upon winning which permeates inter-school sports from junior high school to college is largely responsible for the development of many of the undesirable characteristics mentioned above. To aid in the development of good character and personality, inter-school sports must be directed toward the individual, not toward the trophies, the gate receipts, or the press box.

Competitive athletics, if properly directed, then, may be of some value in the development of a good personality and in attaining maturity. (This is not to be construed to mean that competitive athletics are the only physical activity in which such development can take place, or that they are necessary for such development to occur.) In many cases, however, too many factors outside of the actual educative process have exerted influence upon the competitive athletic program with the undesirable result that too much emphasis has been placed upon the need to win games. Under such conditions it is difficult to create favorable situations for desirable emotional development.

While those who opposed inter-school sports may be overly positive in asserting that the anxieties of competitive play are harmful to the participants, their criticism of over-emphasis and misdirection is sound. Even the most biased proponents of inter-school competitive athletics must recognize that only in the most healthy of educational environments can the program make any positive contribution to emotional maturity and character development. It would be necessary to recognize also that other school or home activities which are less likely to be twisted into non-educational channels could be just as valuable to the students' emotional growth and development.

EDUCATION

"So far as the understanding of the universe is concerned, while education diminishes one's certainty of what it is, it widens one's sense of the possibilities of what may be and transforms the world from a humdrum scene of workshop, factory and office to a universe of mystery and a treasure house of beauty." (Joad in *About Education,* p. 44)

THE TIME OF YOUR LIFE

"In the time of your life, live—so that in that good time there shall be no ugliness or death for yourself or for any life your life touches. Seek goodness everywhere, and when it is found, bring it out of its hiding place and let it be free and unashamed. . . . Discover in all things that which shines and is beyond corruption. Encourage virtue in whatever heart it may have been driven into secrecy and sorrow by the shame and terror of the world. . . . Have no shame in being kindly and gentle. . . . In the time of your life, live—so that in that wondrous time you shall not add to the misery and sorrow of the world, but shall smile to the infinite delight and mystery of it." (from the Prologue of Saroyan's *The Time of Your Life.*)

The Operation of a Value System in Physical Education

John H. Shaw

MOST OF US will agree that realization of the democratic ideal is the goal of education in America today. Let us consider what acceptance of such a social policy might mean in terms of the general administration of a physical education program and the methods of presenting, or teaching, in this program.

Basic to the democratic ideal is the concept of the uniqueness and worth of each individual in that society. This implies the need for a broad and comprehensive physical education program; a program which provides satisfying opportunities and experiences of a physical nature for the entire school population—not just for the highly skilled performer. A disproportionate share of our facilities, instructional time and effort are too often directed to working with a small minority of the physically elite in the attempt to develop outstanding performers, or winning teams. While there is a place, *and an important one,* for varsity athletics, it must not be at the expense of an inferior offering for the rest of the student body.

It has been said that athletics provide unique opportunities for learning the basic ideals of democracy: performance—skill alone—determining who makes the team. Differences of race, religion, or of social or economic backgrounds are largely forgotten by both players and coach. In fact, students are likely to react violently to introduction of racial prejudice in athletic situations as witness the recent Georgia incident.

However, there is a very non-democratic feature in athletics which must be kept constantly in mind. Too many sports favor a particular type of individual. A seven footer is automatically a basketball player, even against his wishes in some instances, while a five footer is phenomenal if he makes the team. The 200 pound boy is likewise almost automatically a football player while the 125 pound lad may not even be issued a suit if he dares to show his face at a turnout.

The widening of the free throw lane and the proposed raising of the baskets are attempts to equalize, or minimize, the advantage of the seven foot freak but at best they do not solve the problem.* Greater participation opportunities by provision of a broader athletic program which might include several teams in one sport—freshman, junior varsity, light-weight might be part of the answer. Carrying larger squads and providing more coaching staff would also help. Certainly the inclusion of many individual and dual sports in the interschool program would contribute to the opportunity for more individuals to benefit from such participation.

There are many other aspects of our varsity programs which tend to be un-democratic and work adversely in terms of accomplishment of our professed goals. The varsity has a special fancy locker room, a trainer to look after the athlete's physical aches and pains, the best playing fields and equipment, the use of common floor space a disproportionate share of the time, excessive newspaper publicity, and even special treatment academically to mention but a few advantages. Some of these may be desirable in and of themselves, but when reserved for only a small majority of the gifted physically, they certainly can be questioned in terms of a professed belief in accomplishing democratic educational outcomes.

All of the above remarks about extension of program opportunities in varsity sports would apply equally to the intramural program so that the great mass of the student body, perhaps less favored physically, may also enjoy competition on their own level. It would rule out the scheduling of such activities at inconvenient hours, such as lunch or dinner hours, or before breakfast. The schedule should be just as favorable for intramural activities as for varsity, the leadership of just as high caliber, the playing fields as well prepared and the equipment as adequate.

Still more fundamental, is a complete change in our attitude as to the relative importance of the different phases of the program of physical education. Try as we may, most of us still believe, or at least act as though we believed, that coaching the varsity team (which is after all just teaching) is by far more worthy, or important, than the teaching of the very simple skills to a beginner. The general public, the sportswriter and even school authorities tend to perpetuate this feeling by disproportionate attention in terms of interest, newspaper coverage, and financial support.

This may be inevitable in our present society but in terms of importance to a particular individual the initial triumph, the successful accomplishment of a very simple skill is often of earth shaking importance as compared to many later triumphs in the same field. The day one first really swims, however awkwardly, will forever remain in one's memory while the first successful two-and-one-half-with-a-twist from the ten foot board, although a minor triumph and a much more difficult skill performance, is not nearly comparable in terms of

*It is interesting that a leading exponent of raised baskets has publicly stated he will let someone else fight for them now that he has acquired a giraffe-like star.

importance in the self-fulfillment of the individual. Yet, try as we may, it is a rare individual who acts as though teaching on the beginning level is as important as coaching or teaching advanced skills. Too often we come to this task less carefully prepared, without dressing for the occasion and our actions may even imply that the task is beneath us.

If we accept the ideal of the uniqueness and worth of each individual, then we must provide an extremely varied program which not only provides opportunity for everyone according to his need and ability but also treats him with respect at all times. The drill sergeant type of physical educator who cracks the whip over his class like a tough top sergeant in the army has no place in our program. The physical educator should be a friend and confidant, not a policeman to be feared. There are also subtler, more devastating ways of belittling an individual than frightening him physically, such as through sarcasm and ridicule. Too often these weapons of scorn are used unthinkingly by teachers and the effect on children may be inestimable. When examined in terms of our democratic goals, such behavior is obviously contraindicated. Searching self analysis of our actions in terms of our professed goals is the main defense against such lapses.

Democratic principles must be evident in the operation of our program if students are to learn to live in accordance with these principles.

Full acceptance of the above principle would place the teacher in the position of a consultant and guide, and would give students a greater share in planning the program as well as in the responsibility for its successes or failures. The relationship becomes more of a partnership than a teacher versus pupil arrangement as it too often is today. This does not imply that students do as they please, but rather that a group has the opportunity to practice the democratic principles it is supposed to be learning, to the degree that it is ready and capable of such action in the field of physical education as well as in all other phases of the curriculum.

On the college level if we believe in either limited or free choice of activities for students, this would mean not only providing a varied program of activities, but providing such variety at times when students are free to participate. Furthermore, there must be a permissive attitude in the conduct of the program which encourages students to participate in its development. Too often the first attempt to take part dies "a-borning" because of lack of the friendly atmosphere which helps develop needed confidence.

In the field of physical education we have too often assumed that mere participation in a game or sport results in good sportsmanship or honesty, or develops leadership ability and makes of the participant an all-round desirable character. Nothing could be further from the truth. Participation in a game does not usually result in either good or bad behavior automatically. It is the example set by the teacher plus the methods used in teaching the game that determine the so-called character outcomes.

There may be a few exceptions to this rule. Boxing, for example, might be classified as undesirable in and of itself because it is aimed at doing physical damage—knocking the opponent unconscious—certainly not dedicated to the best interests of the individual. Yet even in such an activity the outcomes in sportsmanlike behavior may vary tremendously under different leadership.

Each of us must examine all our actions, our teaching methods, in terms of outcomes. Do we teach obedience to the spirit of the rule or how to get around it while still living up to the letter of the rule? Do we discipline the star who disregards good sportsmanship or who breaks training, or do we let him play anyway in order to win the game? Do we respect the officials judgment or set a bad example by our actions when decisions go against our team? Do we give players the opportunity to assume leadership and make decisions, or do we call all the plays and make unthinking robots of the players? Are we as concerned about the welfare of opposing players as we are about the welfare of our own team, or do we send someone in to "get" the star of the other team? Does good sportsmanship come before victory with us, or is victory more important than honesty or self respect?

Too often one hears reference to the "smart" way to play the game and inevitably it refers to what on close observation certainly would be considered questionable, if not outright dishonest, tactics. Perhaps what is needed more than a discussion on what methods we need to accomplish our objectives is a moral renaissance to convince ourselves that we really want the kind of an educational program in physical education that we say we want! We cannot legislate democracy—we must really live it. Our deeds, not our words, reveal that which we really believe.

For those of us in teacher education, the implications of the above are obvious. If we expect our end product, the graduate, to practice democracy in his teaching, to be concerned with moral outcomes in his coaching, then we must be sure that he lives through a program which epitomizes these values as an undergraduate.

One of the outstanding contributions of Dr. Williams to the profession, is his definition of physical education as "the sum of man's physical activities, selected as to kind, and conducted as to out-

comes." Its virtue is in its simplicity and universality. Given any value system if this definition is rigorously interpreted in the light of that philosophy; if the physical activities to be taught are so selected that they will contribute most to the ends sought and then are conducted so as to result in outcomes compatible with the aims of that society, then a physical education program will inevitably result which will be completely functional in terms of perpetuating that society.

The stumbling block in our path today is that we all profess to want the same ends, but our actions in attempting to reach the professed ends are contradictory. If our goals are clear and if we really believe in them and breathe life into them through our program of activities and methods of teaching, then our program will truly become educational, and our profession will gain the status and respect it should rightfully possess. Our value system will truly be reflected in our program and methods of instruction in physical education.

Health Instruction in the Required Physical Education Program

James W. Long

HEALTH IS ONE of man's most important assets. Although everyone agrees with this truism, almost no one does anything about it. Why is this the case? We ignore some of the simplest rules of healthful living. Many facts essential for a complete well-being are not taught in our schools. In some instances when it is impossible to teach healthful living by precept, the health instruction becomes merely "lip service" or memory work. Too often, too few people accept their responsibility for a complete health program.

Physical educators, who should play an important role in health education, sometimes forget that the development and maintenance of organic efficiency has as much potential value to the individual as any other educational objective. Quite often the emphasis is on the development of neuro-muscular skills alone which by-passes some of the most vivid opportunities for establishing permanent habits of healthful living. It is therefore logical and advantageous that physical educators utilize every possible chance for promulgating basic health information and its application.

The Need

There is a need and a place for both incidental, or indirect, health teaching and direct health teaching in the physical education program. The situation itself will govern the method of teaching. In schools where the physical education staff is responsible for required personal health courses, most of the emphasis should be placed upon incidental health teaching. In schools without a required personal health course, time allocations should be made in the regular schedule when certain basic health facts can be discussed. In all eventualities, the application of health knowledge and the formation of healthful living habits are all-important.

Health Service

In the health services an alert instructor should be aware of common deviations from the normal among students and should guide them into healthful practices. Weighing, measuring, administering posture examinations, completing personal records, and preparing students for medical examination should motivate the students and enhance their learning efficiency. In the follow-up program for the correction of common health deficiencies such as under-nourishment, obesity, postural deviations, orthopedic difficulties, and functionary organic deficiencies, ideal learning situations naturally ensue.

Environment

In developing and maintaining a healthful environment there are innumerable situations in which patterns of healthful living "can be taught as well as caught." Sanitary facilities, equipment and personal gear, proper lighting and ventilation all need the constant attention of instructor and student. Here again the application of basic health facts "by action" is valuable health training.

Health Instruction

An orientation period of several classes should include varied teaching approaches to fundamental health principles closely related to physical education. A knowledge of health problems, such as relaxation as an antidote to tension, good posture, a balanced diet, the potential of exercise for good and bad, and physiological principles, which have many practical and beneficial applications, should pay dividends to the individual. Physical education's first objective, the development of organic efficiency, can thus be met. In addition what is most important, the maintenance of a high level of physical and organic efficiency will benefit the individual throughout his entire life span.

Physical educators must play a much more prominent role in the development and maintenance of a healthful regimen for each individual, whose health, as one of his major assets, must receive a more important place in our educational scheme.

A Medal for the Teacher

Morton A. Seidenfeld

NO GREATER FORCE for the common good can be found anywhere than the teachers of this country. Not only are you responsible for the intellectual growth and training of our children in a highly complicated age, but you are asked to assume many extra-curricular roles in order that their health and welfare may be conserved. In all of these duties, both ordinary and extraordinary, you are everywhere doing an outstanding job. No wonder that we call on you again and again when a really important task must be accomplished in safeguarding all children from a dreaded disease.

You have met this disease before—poliomyelitis—and you have helped in programs carried out through the schools for its prevention and control. Again we must ask for your cooperation in finishing a job which can eliminate for all time the threat of polio epidemics.

During the past summer, we have seen a sharp drop in the number of individuals stricken by polio. New cases reported in 1956 were only about half the number in 1955. Only in a few areas did the case rate equal or even approach that of 1955 or the average for the period 1951-55. While factors other than use of the polio vaccine may also have been responsible for this wonderful and cheering news, there is no doubt that the drop in incidence is mainly attributable to this health- and life-saving material.

The Challenge

But we must not rest on these laurels and allow ourselves the luxury of being only half-safe. If we are to eradicate this crippling disease, we must not stop until everything has been done to protect every susceptible individual in all our communities.

By early fall of 1956, about 3 out of 5 in the most susceptible age groups under 20 years had received at least one shot of vaccine. The majority, however, had not received the full series of three shots. Remember, that only with the full series can one be assured of immunity to carry beyond the current year. There is a big task ahead, not only in seeing that children who have had no protection at all receive their first shot, but in persuading others to continue with their second and third "booster" dose. Both unvaccinated and partially vaccinated children can be found in the primary grades through high school. We hope that you will do everything in your power to educate and stimulate these children and their parents, so that none of them may be victims of crippling which now can be avoided.

High school youth has been exceedingly slow in taking advantage of the vaccine's protection. At first, there were limitations in vaccine supplies, but since it has become abundant, the lag in vaccination rate among adolescents has been distressing. This is especially tragic because the disease, while occurring less frequently in this age group than in younger children, often strikes the teen-ager with greater severity. Polio frequently leaves him badly disabled. He sometimes requires respirator care, and he is struck down at a time when the most important period of his life is just ahead. Somehow, we must motivate youth to seek polio vaccination, through the example of their leaders, through a campaign waged by their own organizations, or through whatever scheme or gimmick will persuade high school boys and girls to "join the parade" of the vaccinated.

Education

We hope most of all that you can accomplish this through the educational process in the daily course of studies. The National Foundation can furnish you with tools for this purpose, including student source books, teachers' guides, filmstrips, films, posters and high school assembly programs. You have only to write the address below,* stating the grade level you are teaching, the number of students involved, and any other particulars concerning the type of material you want. A supply will be sent you free of charge. You can also secure help from your county chapter of the National Foundation.

We look to teachers in primary and secondary schools throughout the land to lend untiring efforts to this important effort in the same whole-hearted and diligent manner in which you have supported every worthy endeavor in the past. These boys and girls are in your charge—you want them to lead happy, full and stimulating lives. What greater service can you render them than seeing to it that they protect themselves from a disease that, thanks to modern science, they need never experience.

And while you are about it—get yourselves vaccinated, too—just as soon as you can.

---

* The Division of Public Education, The National Foundation for Infantile Paralysis, 120 Broadway, New York 5, New York.

A smile is the lighting system of the face and the heating system of the heart.

The Effect of Spontaneous Exercise on a Mammary-Tumor-Bearing Strain of Mice*

Dennis Rigan

DURING THE PAST HALF-CENTURY, remarkable progress has been made in the control of disease and in the extension of life in America. As a result there has been an unusual rise in the numbers and proportions of middle-aged and older persons. This has brought on an entirely new set of health problems in the nation today. Medical attention has been shifting from the infections to the degenerative diseases, and as bacteria and viruses succumb to biotics more and more of the degenerative diseases are apparent. These are the cardiovascular diseases, diseases of the kidney, cancer, diabetes, and arthritis which are responsible for over two-thirds of all deaths at ages over forty-five years (1).

Over this same half century there has been an epochal change in the economy from conditions of food scarcity and heavy muscular labor to conditions of overabundance of food (except in certain classes), inanimate power, and machine production. Modern society is geared to easy living. The household chores of cooking, baking, sewing, laundering, ironing and cleaning are either done outside of the home, or are done at home with labor saving devices. Homes are heated automatically. Modern methods of transit are used to get to and from work. At work, most of the job is performed with the aid of machinery. Automation and machine production have relegated man to a role of a passive performer with an increased amount of leisure time.

This decreased physical output is coupled with an increase in food intake. Full-paged, colored advertisements, ready-made packaged foods, added to a culture which ties hospitality and passive recreation with eating and snacking, and the result is overweight and under-exercise.

Both clinical and insurance experience have long indicated that overweight is one of the most important factors in the shortening of life. In view of the effects of automation, easy living, and lessened physical output, it is imperative that the results of under-exercise be studied as they relate to obesity and to the degenerative diseases mentioned above.

Regarding cancer specifically, there is evidence to indicate that there is an inhibition of tumor growth in animals maintained on curtailed, but nutritionally adequate rations (2-11). Furthermore, the animals are usually in better health and live longer than those allowed food *ad libitum* (12, 13). There have been but few studies which are directly concerned with the relationship of exercise to neoplastic disease (14-17). The results of these few studies do indicate that exercise delays tumor growth and that the length of life of the host is increased. It seems then that neoplastic cells may not develop or grow as fast if little or no energy (in the form of food) remains after the physical requirements are met. Physiologically, the effects of exercise and stress are catabolic and one would expect that tumors might be hindered rather than abetted.

Methods and Materials

The problem of this research was to determine whether spontaneous exercise affects the incidence of tumors in a mammary-tumor-bearing strain of mice (C3H), and the length of life after the appearance of the tumor. Under this general statement of the problem are four hypotheses. These are: (1) that exercise may affect the incidence of tumors; (2) that exercise may affect the date of visual appearance of tumors; (3) that exercise may affect the length of life after the tumor appears; and (4) that exercise may affect the length of life of the host.

To test these hypotheses, thirty-seven mice were placed in individual, numbered exercise cages of the circular drum type (experimental group). Thirty-eight mice were placed in small individual, numbered cages which restricted activity (control group). All the mice were from Jackson Memorial Laboratory, Bar Harbor, Maine, and were thirty-six days of age when the study began. In the past this strain of mice has yielded 95 per cent mammary-tumor bearers with a mean period for appearance of tumor at nine months, and a mean length of life of three hundred days.

Relevant conditions for both groups of mice were the same except for the amount of exercise. Daily recordings of the number of revolutions each animal turned the exercise wheel was taken. Food was given in pellet form and was controlled so that the body weight of all the animals in both groups was maintained at between twenty-one and twenty-three grams. All the animals were weighed and examined regularly for date of visual appearance of tumor. The study was continued from the time the mice were received until the death of each animal. At death, the tumors were examined in the

* Note: Because of space limitations all charts and tables have been omitted.

Pathology Department of the University of Michigan.

The data obtained were analyzed for significant differences between the mice which exercised and the mice which did not exercise regarding (1) tumor incidence, (2) date of appearance of tumor, (3) days lived after appearance of tumor, and (4) total life span. To further explore the effects of exercise, correlations were calculated relating the amount of activity of the mice in the experimental group with (1) date of tumor appearance, (2) days lived after tumor appearance, and (3) total days lived.

Results

Five general conclusions can be drawn from the study. (1) There is no significant difference in the incidence of tumors between the experimental and control groups. (2) Although there was a mean difference of thirty-five days before tumor appearance in favor of the exercise group, this difference was not quite great enough to be considered significant. (3) There is a significant difference in the length of life after tumor appearance between the experimental and control groups, favoring the mice that exercised. (4) There is a significant difference in the length of life of mice in the experimental and control groups, favoring the animals that exercised. (5) Exercise is a factor in determining the differences obtained within the experimental group of mice regarding the date of tumor appearance, length of life after the tumor appearance, and the length of life.

When interpreting the results of this research, it must be kept in mind that all the animals were cared for under the most ideal conditions. The previous record of tumor onset and growth of this strain of mice indicates that when body weight is not controlled and the animals become overweight, the tumors appear more often, faster, and the animals expire earlier than when body weight is controlled through diet and exercise.

An attempt to explain the differences in the results obtained between the exercise group and the control group of mice used in this study would be largely speculation. However, it is the belief of the writer that tumor cells must compete with normal cells for the available food supply in the body. With a flood of nutrient and an absence of activity, there is no competition for food with the result that there is a proliferation of neoplastic cells. On the other hand, with exercise and a restricted but adequate diet, the supply of nutritive elements is limited resulting in a possible delay and a possible inhibition of tumor growth.

The data of this and other experiments previously recorded suggest that mice which exercise sustain their tumors longer, and live longer than do mice which do not exercise.

BIBLIOGRAPHY

1. Dublin, L. "Benefits of Reducing," *American Journal of Public Health* XLIII (August, 1953), 993.
2. Baumann, C. A. and Rusch, H. P. "Effect of Diet on Tumors Induced by Ultraviolet Light,"*American Journal of Cancer* XXXV (1939), 213-221.
3. Baumann, C. A., Jacobi, H. P. and Rusch, H. P. "The Effect of Diet on Experimental Tumor Production," *American Journal of Hygiene* XXX (1939, Sec. A), 1-6.
4. Bischoff, F. and Long, M. L. "The Influence of Calories per se upon the Growth of Sarcoma," *American Journal of Cancer* XXXII (1938), 418-421.
5. Bischoff, F., Long, M. L. and Maxwell, L. C. "Influence of Caloric Intake upon the Growth of Sarcoma," *American Journal of Cancer* XXIV (1935), 549-553.
6. Morris, H. P., Ample Exercise and a Minimum of Food as Measures for Cancer Prevention?," *Science* CI (1945), 457-459.
7. Potter, V. R., "The Role of Nutrition in Cancer Prevention," *Science* CI (1945), 105-109.
8. Rous, P. "The Influence of Diet on Transplanted and Spontaneous Mouse Tumors," *Journal of Experimental Medicine* XX (1914), 433-451.
9. Rusch, H. P.; Johnston, R. O., and Kline, B. E. "The Relationship of Caloric Intake and of Blood Sugar to Sarcogenesis in Mice," *Cancer Research* V (1945), 705-712.
10. Rusch, H. P., Kline, B. E., and Baumann, C. A. "The Influence of Caloric Restriction and of Dietary Fat on Tumor Formation with Ultraviolet Radiation," *Cancer Research* V (1945), 431-435.
11. Tannenbaum, A. "The Role of Nutrition in the Origin and Growth of Tumors," *Approaches to Chemotherapy* (1947), 96-127.
12. McCay, C. M., Sperling, G., and Barnes, L. L. "Growth, Ageing, Chronic Diseases and Life Span in Rats," *Archives of Biochemistry* II (1943), 469-479.

Home: Where part of the family wait until the others are through with the car.

* * * *

An Old Timer is a fellow who remembers when a man did his own withholding on his take-home pay.

The N.C.A.A.'s Sanity Code and Its Effect on Intercollegiate Athletics

George Van Bibber

THE HISTORY AND DEVELOPMENT of intercollegiate eligibility rules is a story replete with the evil deeds of man in athletics and man's attempts to control these actions.[1]

The various eligibility rules have come about as a result of some unfairness in competition.

Harvard and Yale engaged in their first crew race, August 3, 1852. Amherst and Williams played the first college baseball game July 1, 1859. An outgrowth of these two events and similar ones to follow was the need for defining the amateur. Accordingly the National Association of Amateur Oarsmen produced a definition of an "amateur" in 1872 to the affect that an amateur was: ". . . one who does not enter into an open competition or for a stake, public or admission money, or against any professional for a prize, or who has never taught, pursued, or assisted in the pursuit of athletic exercises as a means of livelihood or who has not been employed in or about boats or on the water". This rule applied to any sport seemed to make it clear that college athletics was to be an amateur activity. The rule has been altered many times over the years, stated in different words, but the meaning is the same.

The Intercollegiate Football Association was formed in November 1876 and had Harvard, Columbia and Princeton as its members. It did not concern itself with eligibility rules until November 4, 1889 when it adopted the following rules.

> Section 1. No man shall be allowed to play more than four years upon a team representing any of the colleges in this association, or on the team of more than one college.
> Section 2. No man shall be allowed to play on a team representing any of the colleges in this association unless he be an undergraduate of the said college.
> Section 3. No student in the department of law, medicine, or theology of any of the colleges in this association who has previous to his membership therein played upon a team representing any other college in this association shall be allowed to play on the team of said college in which he is a student.
> Section 4. No man shall be allowed to play in a team representing any of the colleges in this association if he in any way, directly or indirectly, receives any pay for so doing.
> Section 5. All questions of eligibility arising under this section must be investigated and decided by the advisory commttee on application of any college.

Here is early evidence of an attempt to curb the excesses already creeping into intercollegiate competition. The rules were intended to bar the graduate student, limit competition and to limit competition to undergraduate amateurs.

Things got so bad that this same Association had to revise its undergraduate rule to be sure the teams were made up of students who were pursuing a course toward a degree and attending classes and to take care of the "tramp athlete" who wished to participate as a transfer.

On October 28, 1893 the Intercollegiate Football Association amended the undergraduate rule to read:

> 1. No man shall be eligible for the team of any college in this association who is not pursuing a bona-fide course requiring attendance on recitations or lectures of at least six hours a week. If a graduate, he shall be pursuing a course for a degree requiring at least one year's study; if an undergraduate and not pursuing a course for a degree, he shall not be allowed to play during his first year at college.
> 2. Any man who has attended recitations or lectures in any other college shall not be eligible for the team in any college of this association, unless he be a regular member of the Freshman academic or scientific class, or until he has spent one year of resident study in that college and has passed satisfactory examination upon a full year's work.
> 3. No man shall play more than four years upon any team in this association.
> 4. Two weeks before each game of this association the two captains shall submit to one another a list of forty players from whom his team shall be chosen. If either captain has any objection to make to any player upon the list submitted to him he shall submit the protest within four days to the Graduate Advisory Committee and to the other captain. The Graduate Advisory Committee shall have the power to decide upon the eligibility of players and shall consider the protest submitted to them within forty-eight hours of its receipt. Either captain may submit a further list of six players not later than five days before the game. Protests to any of these men may be submitted in the same manner and the Graduate Advisory Committee shall pass upon them not later than forty-eight hours before the game.
> 5. The referee of any game in this association at the request of either captain shall debar from that game any man not included in the lists submitted, or who has been declared ineligible by the Graduate Advisory Committee.

The Intercollegiate Athletic Association was found in New York City, December 29, 1906. This organization became the National Collegiate Athletic Association in 1910. Since that time it has been the dominant factor in initiating control measures for the various problems that have arisen in intercollegiate athletics.

Professor Albert Lefevre, reporting for the third district of the National Collegiate Athletic Association in 1914, said, in part ". . . it is interesting to

[1] *The History and Development of Intercollegiate Eligibility Rules*, Van Bibber, E. George. Unpublished Masters Thesis, Purdue University, 1938.

note that in the third district we have fifty-seven varieties of eligibility rules and 114 diversities in the administration thereof." This was a statement of what seemed to be the actual prevailing condition in every district into which the National Collegiate Athletic Association was divided.

The condition that prevailed in 1914 probably wasn't much different than that which prevailed in 1954!

The Purity Code, or more familiarly known as the "Sanity Code", passed by the National Collegiate Athletic Association, at its 1948 convention and revised at its 1950 was another attempt to legislate a code for fairness in intercollegiate athletic competition.

Admittedly the N.C.A.A. was faced with a problem that was like having a bear by the tail. The various athletic conferences and independents about the country were in an accusing mood. The success of the bowl teams repeaters, in continuing to cash in at the big games had no small part in this controversy. The "have nots" were suspicious of the "haves". The "the holier than thous" who were themselves suspect in many cases felt that there was a need for a new standard to be imposed from the most powerful collegiate body. The new code was to be regarded by each conference and independent as the accepted standard. The code provided in Article III, Principles for the Conduct of Intercollegiate Athletics:[1]

Section 1. Principle of Amateurism. An amateur sportsman is one who engages in sports for the physical, mental or social benefits he derives therefrom, and to whom the sport is an avocation. Any College athlete who takes or is promised pay in any form for participation in athletics does not meet this definition of an amateur.

Section 2. Principle of Institutional Control and Responsibility. The control and responsibility for the conduct of both intercollegiate and intramural athletics shall, in the last analysis, be exercised by the institution itself.

Section 3. Principle of Sound Academic Standards. Athletes shall be admitted to the institution on the same basis as any other students and shall be required to observe and maintain the same academic standards.

Section 4. Principles Governing Financial Aids to Athletes. Financial aids in the form of scholarships, fellowship or otherwise, even though originating from sources other than persons on whom the recipient may be naturally or legally dependent for support, shall be permitted without loss of eligibility.

(a) if approved and awarded on the basis of need by the regular agency established in the recipient's institution for granting of aids to all students, provided, however, that the aid thus awarded shall not exceed the amount of tuition for instruction and for stated incidental institution fees, or

(b) if approved and awarded on the basis of qualifications in which high scholarship on the part of the recipient is the major factor and such award is made by the regular agency established by the awarding institution for the making of such awards, provided, however, that the existence of such scholarship, fellowship or aid and its terms are announced in an official publication of such institution, or

(c) if awarded on the basis of qualifications of which athletic ability is not one, and the existence of such scholarship, fellowship, or other aid and its terms are announced in an official publication of the institution.

Any student receiving aid permissible under (b) or (c) shall, however, not be awarded aid under (a) except to the extent that the aid awarded him under (b) or (c), or both, falls short of that permissible under (a).

In all cases the agency making the award of aid shall give the recipient a written statement of the amount, duration, conditions and terms thereof.

The acceptance of financial aid not permitted by the provisions of this section shall render the recipient ineligible for intercollegiate athletic competition.

(d) Any scholarshp or other aid to an athlete shall be awarded only through a regular agency approved by the institution for the granting of aid to all students.

(e) No athlete shall be deprived of financial aids permitted by paragraphs (a), (b) and (c) of this section because of failure to participate in intercollegiate athletics.

(f) Compensation of an athlete for employment shall be commensurate with the service rendered.

(g) No one shall be denied student aid because he is an athlete.

(h) Nothing herein shall, however, be construed as a disapproval of indirect aids in the form of benefits reasonably incidental to actual participation in intercollegiate athletics, such as medical attention, meals on sanctioned trips, and during officialy-sanctioned practice periods while the institution is not in session, and one meal per day while on the home campus during the season of the sport in which the recipient is engaged.

Section 5. Principle Governing Recruiting.

(a) No member of an athletic staff or other official representative of athletic interests shall solicit the attendance at his institution of any prospective student with the offer of financial aid or equivalent inducements. This, however, shall not be deemed to prohibit such staff member or other representative from giving information regarding aids permissible under Section 4.

(b) No member institution shall, directly or through its athletic staff members or by any other means, pay the traveling expenses of any prospective student visiting its campus, nor shall it arrange for or permit excessive entertainment of such prospective student during his visit there.

(c) No member institution shall, on its campus or elsewhere, conduct or have conducted in its behalf any athletic practice session or test at which one or more prospective students reveal, demonstrate, or display their abilities in any branch of sport.

Suddenly all alumni scholarships, previously handled by alumni clubs began to be channeled through the institutions "regular agency" for disbursing scholarships. This, in and of itself, was one good result.

In theory the "Sanity Code" was sound, but its backers failed to consider the effect it would have

[1] *Principles for the Conduct of Intercollegiate Athletics*, second edition, National Collegiate Athletic Association, 1950.

on those colleges which by choice or through lack of the means had no athletic scholarship plans. Many colleges prior to 1949 were operating a program of intercollegiate athletes with only modest scholarship help not labeled as athletic scholarships, and student jobs as the only help available to students. The new maximum established in the code was so vastly out of the reach of those colleges that wanted to comply as to make attempting it ridiculous.

The colleges which had been operating at a level far above the limitations emposed by the new code were expected to pare their practices to meet the new codes. This presented quite a problem to some since many had conference codes which provided subsidy in excess of the amount allowed. Some openly rebelled, others simply disregarded the code, by giving lip service and tacit approval, while knowingly doing business in the usual manner.

There were many bad results. The most conspicuous was the loss to intercollegiate football of 81 colleges, from 1948 through 1954. These colleges in many instances were forced to abandon football because of their inability to compete and meet the minimum standard of the code. In all fairness many of them might have dropped out due to schedule difficulties, TV, distance to competition, etc. Other bad results include the open flouting of the rules and public criticism of the entire intercollegiate program.

If intercollegiate athletics are a part of the educational process, they deserve to be saved and financed by the colleges for the values they provide.

The "Sanity Code" was an attempt to provide "Principles for the Conduct of Intercollegiate Athletics". It is unfortunate that certain conferences could not allow themselves to be governed by a code while they themselves held rigidly to their own rules and regulations governing the conduct of their athletes. It is one thing to govern athletes, it is entirely another to govern those in charge of Intercollegiate Athletics.

Many college conferences, notably the Southeastern have shaved the rules of the Sanity Code for their benefit. The Southeastern has had for years a five or six point program for subsidizing their athletes, especially football players and more recently, basketball players, which includes board, rooms, tiution, books and spending money. Sometimes their failure to adhere to this standard was almost as corrupt an act as exceeding it.

The football coach had been surprised to have an "unknown" report for football practice. The player was good enough to make the squad but when the eligibility forms were filled out and checked it was found that the boy was working in the library and was making about $50 per month. The S.E. Conference did not permit an athlete to work for more than $10 per month. Since the boy was not a scholarship man and could not quit his job, he was declared ineligible for competition and thus a student was barred from competition. The irony of this situation is obvious.

It is interesting that after four years of attempting to enforce the code it was officially abandoned by the N.C.A.A. in 1954. Thus the N.C.A.A. attempt to bring sanity to intercollegiate athletics had the same effect as the ill fate Carnegie Report on Intercollegiate Athletics of 1929.[1]

A little attention to the part intercollegiate athletics plays in character education by college coaches, athletic directors and presidents seems to be in order. As a local wag said the other day, "It seems to me that intercollegiate athletics would do well to start building character rather than characters".

---

[1] The Carnegie Foundation for the Advancement of Teaching. Bulletin number 23. New York, The Carnegie Foundation, 1929.

CHIPS AND CHAFF

House-cleaning wife to husband: "I hope you don't have any plans for the rest of the day. I want you to help me a minute."

* * * *

Daddy, indicating perky little girl to soda clerk: "Birthday, fill 'er up."

* * * *

Peeved patron in cafe: "You say you're the same waiter I gave my order to? Somehow I expected a much older man."

* * * *

Boss to employee: "I'd like to compliment you on your work. When are you going to give me the chance?"

* * * *

A theatre is a place where long-bodied people sit in front of us, talkative ones behind us, and the nomadic type on each side.

University Physical Education

H. E. Kenney

PHYSICAL EDUCATION became a part of college and university curricula because educators were concerned about the deleterious effects of sedentary living upon the vitality of college trained men. The program has been maintained and developed through the efforts of farsighted leaders who were concerned about the softening effects of the mechanization of our society. Educators who are observing of the world about them are convinced that the strength of a nation is partly dependent upon the vigor of its citizens.

William H. Kilpatrick said in 1933:

"Is physical education a fad? Only if health instruction is a fad. The two go together. College girls of this generation are, by actual measurement, an inch or more taller than were the college girls of a generation ago and stronger probably in every way. Why is this? How did it happen? Athletics, recreation, out-of-doors, hiking—all led and fostered by physical education—these furnish the explanation. Shall we call this a fad and cut it out? Not if we think first."

John B. Kelly, writing for the American Magazine in March 1956, stated the problem as follows:

It's true that American youngsters get better nutrition and medical care than those of Russia or any other country. As a result, childhood diseases claim fewer lives and our kids are growing taller and heavier than in the past. But they are still not as rugged as previous generations.

During the Civil War, the average soldier weighed only 135 pounds compared to 142 pounds in World War I and 150 in World War II. But records show that the small Civil War soldiers stood up better on long marches and under other tests of endurance than their larger descendants in later wars. This was because the fighting men of 1861-1865 were reared, for the most part, under conditions that required them to chop wood, pitch hay, till fields with hand plows, and even do other manual work which is unknown to most modern youths, even on farms. They thus made stronger, tougher soldiers than 20th-century boys, who grew up after the advent of laborsaving machinery.

I've often heard it said by combat veterans that, man for man, the Japanese infantryman of World War II was a much tougher foot soldier than his American counterpart. Because of his rugged youth, he could march farther, endure more privations, and keep fighting on a diet of a few swallows of rice a day.

For much the same reason, the young people of Italy, Austria, and other nations with lower living standards than ours are in better physical shape today than American children. In those countries boys and girls still walk or pedal bicycles instead of riding everywhere in autos and busses. They climb stairs instead of using elevators. Their parents make them do chores of which machines have relieved us. Not having as many radios, TV sets, and movies as we do, the foreign kids devote more time to sports.

None of us want to give up our wonderful modern conveniences, of course, but while enjoying them we must find ways of making up for the loss of activity which they have brought.

Here is what the President of the United States said in June, 1956:

"National policies will be no more than words if our people are not healthy of body as well as mind, putting dynamism and leadership into the carrying out of major decisions. Our young people must be physically as well as mentally and spiritually prepared for American citizenship."

Physical Education in University Curricula

The function of a great university is to provide an environment for scholarly study, research, and philosophical thinking. This is understood and appreciated by leaders in the profession of physical education. To neglect, however, to provide for the physical exercise needs of students while they are on the campus and to fail to prepare them for physical maintenance later would be a serious error.

It is the belief of some educators that physical education should not be required in universities and that exercise for the development and maintenance of physical capacities should be left to individual choice. Universities that leave these matters to voluntary choice report very low participation. The men who register in physical education courses when the program is voluntary are for the most part students who already have considerable athletic skills, sports interests, and physical development. The same men are those seen in the intramural program. In other words, under this arrangement the more vigorous become more so, and the physically weak become weaker.

Student Attitudes

Surveys of student attitudes at the University of Illinois indicate that better than 90 per cent of the students are in favor of required physical education, but this does not mean that this number would elect physical education if the program were elective.* Human nature being what it is, it does not work this way. Few students will deny the values of rhetoric, but make it elective and registration in this critically important course is likely to diminish considerably. Those who experience the most trouble with the "King's English" would probably give rhetoric the widest berth, if the course were elective.

Unfortunately also for physical education is the tendency for the small percentage of students who are not in favor of required physical education to be more vociferous than the others. They are the men who are called into the offices of the deans for

* Student attitude studies are conducted every few years by the Department of Physical Education for Men. Students are given opportunities to express their opinions anonymously.

failure to attend classes. The number of students who are chronic cutters and hence cause considerable work for the offices of the college deans are less than one per cent of the enrollment in physical education at the University of Illinois. In this large program, however, even though the percentage is small, it represents quite a number of students and the various deans sometimes get the erroneous impression that most students are opposed to required physical education.

Objectives of the Program

It is unfortunately true that many university administrators think of physical education in terms of exercise alone. They are probably right that the greatest contribution of physical education as a profession is in the area of physical vitality developed and maintained through sports and exercise interests. It would, however, be gratifying to physical educators to find more administrators who appreciate the importance of education about sports, dance, and exercise which sets its sights, not only toward greater vitality in students, but also toward the learning of the kinds of things that promote more functional health throughout the lives of graduates. Physical education is not in the university educational picture only to maintain fitness here and now, any more than rhetoric is in the program only to help students write better while they are in school.

The Service Program in Physical Education for Men at the University of Illinois is designed and administered to achieve the following objectives:

1. *Physical Development and Immediate Physical Fitness*

Intelligent university policy will not condone sedentary living for college-age men. Men destined to be leaders should not be placed in an environment which permits them to deteriorate physically even before aptimum physical development has been achieved. Even with our present program of physical education, the loss in physical vitality caused by inactivity represents an immeasurable loss to the state and nation. Education of any type does not "take" one hundred per cent and physical education is no different in this respect than other phases of education. A required physical education program, however, does guarantee a certain amount of physical activity for all students during the terms that it is required of them. If a student does not get more physical exercise than the basic three periods a week, he is not getting as much activity as he needs, but it is much better than nothing.

2. *Interest in Sports, Dance, and Exercise.*

Through sports classes men learn sports skills, sports knowledge and appreciation. Here many men learn how to swim, to play tennis or golf, or to participate in some other sport. They can and frequently do develop permanent sports hobbies and gain some knowledge about exercise which they can use to aid them in the maintenance of functional health in later years.

3. *Knowledge About the Physiological and Psychological Effects of Exercise at Different Age Levels.*

Students in service classes in physical education are introduced to the best professional opinions and scientific knowledge about the physical needs in exercise at various age levels, the relationship of exercise and the degenerative diseases, the relationship of good musculature and heart efficiency, and the contributions of physical recreation to mental hygiene.

Physical educators are becoming more and more convinced that knowledge of the hygienic values of exercise is a tremendous factor in motivating active participation in sports, dancing and other exercises. Knowledge of sports and skill in playing are important in causing folks to exercise but insight into the reasons why they should do so is important also.

Concluding Statement

Physical education at the University of Illinois is more than mere exercise or muscle building. In an evaluative study completed in 1955 by this writer of the effects of physical education on the exercise habits of University of Illinois graduates, it was learned that 65 per cent of the graduates for the years of 1939 through 1952 participate in at least one sport or physical education activity which they studied at the University. This study also indicated that almost 50 per cent of Illinois graduates in this age range participate in sports and exercise with the maintenance of health and vigor as a motive.

Students in the Required Service Program in physical education have the opportunity to learn about health, both physical and mental, through sports and exercise, and the chance to learn the skills necessary to achieve it. *The need for such education was never greater than today and it will probably be even more essential tomorrow.*

CHRISTMAS GREETINGS

The Editor, the Business Manager, and the members of the Editorial Board extend Holiday Greetings to all our readers, and best wishes for a very Merry Christmas, and a Happy, Healthful, and Professionally Prosperous New Year! We hope everything good may come to you and yours!

City Wide Craft Exhibit

Harry Grabner

A well received City Wide Craft Exhibit was held in Fort Wayne during the summer of 1955 that enlisted the aid of playground children, leaders, and adult volunteers.

The selection of the date was made after studying the summer program to ascertain that no conflicts would occur with other scheduled activities and since Wednesday, August 3rd seemed the best, this date was chosen.

In downtown Fort Wayne, we have a public market with many empty booths, and since Wednesday is market day, with much foot traffic, we chose this location after having received permission from the city. Further, since stands (tables) were in the booths, little additional equipment had to be hauled in.

Publicity

Through the cooperation of local Radio and T.V. stations this media was used to inform the public of the affair. In addition, newspaper stories carried the names of the playgrounds, participants, and types of crafts to be exhibited. A large sign was painted by the department painter which was hung up in advance of the show to further advertise the exhibit. Posters were placed on the playgrounds to remind the children of the affair. Word of mouth promotion was also used on the playgrounds.

Planning

At one of the Monday morning staff meetings, the two district supervisors listed the crafts that were being done on the playgrounds which included fingerpainting, glass jar decorating (crepe paper), glass painting, gimp, kaleidoscopes, nature crafts, papier mache, puppets, sewing, spatter painting, looper weaving, wood burning, wood carving, and use of jig saw.

The twenty-three playground directors and the Day Camp director were asked to sign up for crafts they wished to display and the amount of space that would be needed.

The supervisors then screened the selections in order that no more than two playgrounds displayed the same crafts. In case of too many duplications, supervisors suggested that one of the crafts which was not duplicated be used.

Arrangement

The displays were so arranged that the same or similar ones were together.

During the exhibit many demonstrations were going on simultaneously which included:

Wood burning	Glass jar decorating with
Use of jig saw	crepe paper
Weaving	Gimp work
Sewing	Making kaleidoscopes

Each booth was identified with the name of the playground or camp. Each article had on it the name and age of the child.

The exhibits were set up between the hours of 10:00 A.M. and noon, while the exhibit hours were from 1:00 P.M. to 9:00 P.M.

The playground leaders, with the assistance of the children and adult volunteers, set up the exhibit and then manned the booths until closing time. It was so arranged that playground leaders did not have to be at the exhibit the entire time. This indicated fine volunteer service on the part of parents from each neighborhood.

We are of the opinion that through an exhibit of this kind the craft work on the playground may easily be shown to the public in general.

There was no judging of exhibits.

A successful executive is one who decides to do the impossible and pays bright young men to work out the details.

* * * *

A pedestrian is a person who can't find the place where he parked his car.

* * * *

When you see red, take it easy; the green will show up eventually.

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to Nelson G. Lehsten, University School, Ann Arbor, Michigan.

DEMONSTRATION PROCEDURES[1]

By the teacher. The correct demonstration of a skill or activity by the instructor is an effective instructional device. It can and should be clear and simple. The demonstration is quicker than verbal description; however, in most instances, a combination of explanation and demonstration is most effective.

By the pupil. In situations wherein a pupil or group of pupils can demonstrate a skill or activity, it is suggested as preferable to teacher demonstration; it enables the instructor to comment and emphasize specific details during the demonstration, and appraise the degree to which the demonstrator has learned the skill or activity in question. Teachers must guard against faulty pupil demonstration and must be able to critically analyze such efforts and call their attention to the class to assure a correct impression by the class of what is desired.

By visual aids. As a sound substitute for live demonstration by teacher or pupil, the inclusion of pictures, slides, movies and the many other types of visual aids have made a vast contribution to the instructional devices of the teacher, particularly those who have a limited background in the various physical education activities and the specific skills involved. There are wide selections of aids of this type, especially in the areas of athletic sports. Although some movies slides, or strip films may be prohibitive in cost for purchase of smaller schools, there are rental services that have reasonable rates and a great many visual materials are available free of charge or for fees to cover costs of handling.

By teacher and pupil combination. In activities such as square dancing, dual tumbling stunts, or similar couple or group situations it may be feasible to have both teacher and pupil demonstrate the activity. In tumbling for instance, the teacher may be able to reduce the hazard of a stunt by assisting in the demonstration. In a coed dancing class, combined demonstration of teacher and pupil may increase rapport with the group, insure a satisfactory demonstration, and may encourage more enthusiastic participation by class members who see the teacher enter into the group activity.

By utilization of the whole method. Demonstration of a skill or activity by the whole method is subject to the advantages, disadvantages and limitations of that method of presenting activities. Use of the whole method, based upon its specific characteristics, can be employed as a demonstration procedure in certain instances involving the presentation of activities.

By utilization of the whole and part methods in combination. The combined use of the whole and the part method as a method of presentation is quite common. Application of this procedure in demonstration is subject to the characteristics of the method, and will be dependent upon the nature of the activity involved.

By an expert. There are occasionally opportunities to obtain the services of an expert for "live" demonstration of particular skills in a given sport of physical activity. Such demonstrations stimulate interest, offer a highly acceptable model,

[1] Lehsten, Nelson: "An Organization and Appraisal of Methods Utilized in the Conduct of Physical Education Activities for Boys in the Secondary School," doctoral dissertation, Indiana University, 1953, p. 237-240.

and may provide for subsequent trial by students and correction by the expert. Sports clinics in golf, tennis, baseball, square and social dancing are some examples of activities in which experts have served as "live" demonstrators, and judging from the reception such endeavors have receeived, there is little doubt of the value of expert demonstration.

By dramatization and pantomine. The use of dramatization and pantomine as an instructional procedure has a definite use as demonstrational device. Although considered largely for use in the lower elementary grades, the method can convey, through bodily action and position, the expression of moods, creativity and impulse which can be employed in rhythmic activities, particularly modern dance.

By imitation. The response of an individual or groups to a demonstrated skill or activity by another is imitative. It represents a potential demonstration procedure on the part of the student or group, which, in an evaluative sense, would indicate the degree to which the pattern of the skill or activity had been learned following an observed demonstration.

In most classes, a variety of the methods just presented would be used. Selection, of course, would depend on the background, experience and ingenuity of the instructor, and his understanding of how children learn. At the same time past experience of the pupils and their present level of learning would also be an important factor.

BURLS AND JOYS

Richard Pilmer

The question each teacher asks
As he ponders his profession
Is a simple why—why do I teach
As a means of life expression?

The answer is evasive;
It wans, it grows, envelopes—
It changes almost daily,
As the growing one develops.

The burls are boys
Like potential redwood trees.
They grow; with guidance and care
Independent, straight and free.

And the joys are girls—
Unstained, sweet and sincere
Striving for something more
Than just to have lived here.

These spirited youth
Keep teachers in the profession,
Girls and boys with purpose,
Give the meaning to a lesson.

THE SOLDIER'S PHILOSOPHY

"The preacher, he says I'm a sinner,
. Uncle Sam, he says I'm a saint;
But both of 'em bound to be liars,
For I'm neither of 'em, I ain't.
I'm a man, an' a man's a mixture,
Right down from his very birth,
Part of him comes from heaven,
And part of him comes from earth."

(adaptation of a poem attributed to an English soldier which appeared in the *Epworth Highroad* for January, 1939, p. 41.)

Edited by C. O. Jackson

Physical Education in Australia

Alan Barry

AUSTRALIA is a land of contrasts—of large cities and tropical jungles, droughts and flooding rains, and less obvious, exporters of world champions in individual sports, such as golf and tennis, when physical education in the schools is geared to produce exponents of team games like rugby football and cricket.

A superficial over-view of our socio-cultural life led one sports-writer to the following observation: "Australians want only two things from life—to make the Davis Cup team, and to go to heaven; and if they achieve the first, the second seems to take care of itself." In any case, competitors in the XVIth Olympiad were greeted by spectators whose sports' sophistication belies the youthfulness of the country (Australia was settled in 1788). Perhaps this is not so incongruous, as pioneering a young nation—clearing her forests and tapping the wealth of her soil—lends a certain affinity for muscular movement, and an appreciation of the outdoors that make sports' participation a naturally accepted form of self-expression.

Lest the imaginative reader surmise, though, that the main responsibility of the physical educator is to protect nine million hyperactive people from the effects of chronic fatigue, it may be well to survey the current status of the profession and the major trends of thought therein.

Background

Probably the two most distinguishable features of physical education in Australia are its recent origin, and the highly centralized nature of its administration in the educational system. In both cases, the profession may be said to suffer from the defects of its virtues.

Physical education received its academic baptism as recently as 1937 with the establishment of the Diploma of Physical Education by the University of Melbourne. Since that time, each of the six states has initiated its own center for professional training, the centers being incorporated in either a Teachers' College or University. The courses offered followed generally the lines of the English Board of Education's Syllabus (1933) with certain modifications, and included what were considered desirable features of the Swedish, German, American and other methods. The lecturing staff were either brought from, or had been trained in, Europe or the United States, and it was quite natural that professional students were presented with an expansive, and sometimes bewildering, array of ideas.

Pioneering in any field is at once exciting and frustrating. Physical educators in Australia have had to steer a delicate passage between the Scylla of mis-directed enthusiasm, and the suspect of faddism which it engenders, and the Charybdis of unquestioning acceptance of the theories and systems promulgated, usually with little substantiative evidence, by the traditional heroes of the profession. It is too early for an Australian philosophy of physical education to have emerged, although we have not been idle in questioning traditional concepts and practices.

Physical education in Australian schools possesses all the advantages and disadvantages of a highly centralized system of administration. The advantages, particularly for a new field, are obvious—maximal standardization and coordination within each state, equal allocation of equipment and facilities, a systematic promotion scheme for personnel, and so on. Nevertheless, centralization has contributed to our growing pains, and we have moved more slowly than countries where administration is vested in local authorities and where the vitalizing stimuli of innovation and experimentation are more in evidence. In this connection, an interesting scheme of decentralization of physical edu-

Mr. Barry is a member of the New South Wales Education Department.

cation was begun in New South Wales several years ago, with regional directors, still responsible to the State Director, being appointed to act in an advisory capacity, and to be responsible for planning and administering regional services.

Professional Education

Broadly, there are two groups of students undergoing professional education in physical education: (1) those under contract to teach in state schools, with tuition fees and a living allowance paid by the state government, and (2) those who plan to teach in private schools, and who pay tuition fees. All students are required to have passed a state-wide examination at the end of five years of high school, and an interview in which an attempt is made to assess their aptitude for the field. Such qualities as posture, voice, background in sports, and training in music, are taken into consideration, but, as in all schemes for the selection of personnel, the method is not infallible.

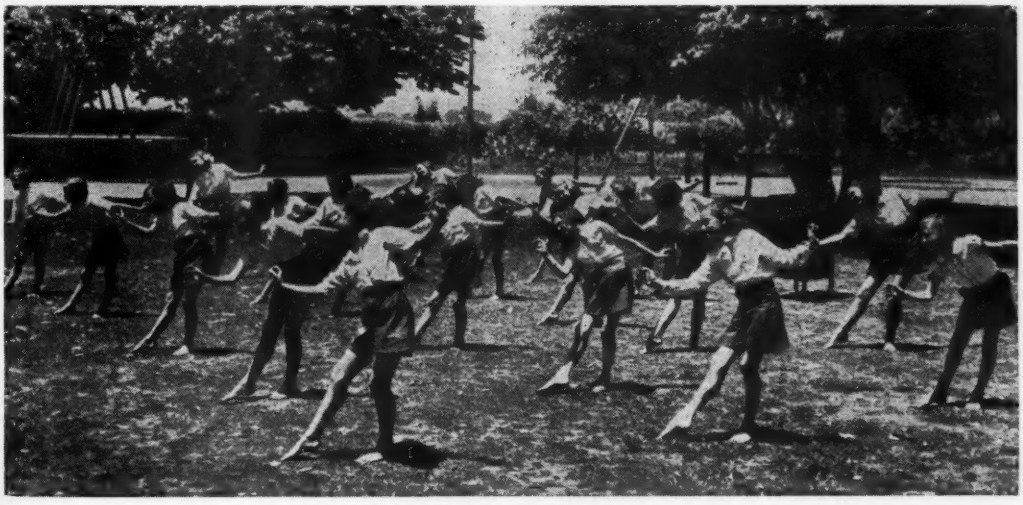
The curriculum at the Sydney Teachers' College in New South Wales is a three-year one of basic courses with an educational bias, aimed at turning out teachers of physical education. Little provision is made for specialization, as it is believed that the young teacher should be given an opportunity to try out in the field and determine where his interests and talents lie. Students attend classes for twenty-three hours per week on a three semester basis.

The first two years of the curriculum are heavily weighted with methods and theory in general and physical education, and science courses, whereas the third year is devoted to introducing the student to the standard tools in the physical educator's armamentorium—kinesiology, tests and measurements, and so on. Required courses, which are not generally found in the curricula of American schools of physical education, are physiology of exercise, music, and folk dancing for men. Practical work is evenly spaced throughout the three years, the ratio of theory to practice being three to one.

Student or practice teaching is included in all three years, four weeks being spent in an elementary school in the first year, five weeks in an elementary and four weeks in a high school in the second year, and nine weeks in a high school in the third year. This early introduction to the hazards and joys of teaching provides an interesting challenge to the student, giving him an opportunity to put theory into practice and to assess his own aptitude for teaching.

It should be pointed out that in Australian schools, the coaching and representative or varsity teams is as often handled by teachers of class-room subjects as by physical educators. Coaching, which is done without additional remuneration, may take the place of extra-curricular duties, but more often, it is the result of a legacy of interest from participation in sports in university, high school or club. This approach to coaching, while not without disadvantages, serves the useful purpose of helping faculty and students alike to maintain a healthy perspective of the function of sport in school life, and enables the physical educator to concentrate his talents on the broader aspects of the field. This situation is reflected in the college curriculum, where little emphasis is given coaching as a unique entity.

It seems likely that professional education in New South Wales will shortly be extended to four years, and accorded graduate status. Major



Rhythms in the out-of-doors

changes will probably be the inclusion of courses in recreation and health education, and the provision for teaching a second subject (perhaps biological science, a general science or English).

Whether physical education is practised for fun, as preparation for war, or for any other reason, its ultimate raison d'etre in an education setting is that it effects certain changes in those who follow its teachings. When curriculum planners consider the small amount of time devoted in the undergraduate curriculum to studying these changes, and the circumstances under which they occur, it seems likely that they will be more concerned with the students acquiring the ability not only to observe, but to interpret human performance in terms of its physiological and psychological correlates. If this implies a degree of academic sophistication in at least one of the related fields of study that savors of over-specialization, then perhaps we should be prepared to make this sacrifice rather than support a waste-paper basket approach to professional training.

The School Program

Physical education in Australia has grown, to borrow a phrase from McCloy, "by adoption, by compromise and by gradual accretion", and this is reflected in the school programs. The homogeneous nature of the people, and our common English ancestry, make it almost inevitable that the British tradition of games should be strongly in evidence. The outcomes from games can, of course, be either psychologically beneficial or deleterious. We still seem to cling to the rather mistily-conceived notion that the battle of Waterloo was won on the playing fields of Eton, without giving much thought to the possibility that the same playing fields may also have been responsible for the massacre at Amritsar.

Used well, games can teach courage, sense of fair play and a respect for rules, co-ordinated effort and the subordination of personal interests to those of the group. Used badly, they can encourage personal and group vanity, greedy desire for victory and hatred for rivals, an intolerant esprit de corps and contempt for those who are beyond an arbitrarily selected pale. As long as programs of physical education in Australian schools remain psychologically rather than physiologically oriented, it seems important to recognize the necessity for teaching games in such a way that the beneficial effects are produced, rather than leaving the outcome to chance.

It is to the credit of the leaders of the field in Australia that none, as far as the writer is aware, has promoted a specified program as "the system" of physical education, there being a widespread belief that physical education, to realize its aims, must be comprehensive in scope and character. In spite of the traditional acceptance of the importance

Camping—the Gateway to Nature

of games, most physical educators realize that games alone can never make a complete system of physical education, and neither, of course, can gymnastics (in the European sense), swimming or dancing.

Usually, each of these facets of physical activity finds its way into the school program, the emphasis in gymnastics being on natural, "whole body" movements of running, jumping, climbing, throwing, kicking and striking, rather than on the formal Swedish approach. A small amount of heavy apparatus work (parallel bars, horizontal bar) is included in the high school program, although this form of activity, up until now, has held no wide appeal for Australians, and finds little outlet in the numerous sports' clubs, which are the pillars of adult physical education.

Followers of international sport may be inclined to assume that tennis and golf instruction figure prominently in Australian schools. Actually, this is not so, as most of the instruction in these activities is done in clubs, which are administered usually by players or by those retired from active competition. These clubs provide not only a medium for participation and competition in a multitude of activities, but are the means for handing on sports' lore. They have had a profound influence on the Australian socio-cultural scene, and it is not surprising that the physical educator is influenced in his teaching by the hope

that many of his students will join at least one of these clubs on leaving school.

It is not always recognized, however, that adults tend to participate in those activities in which they are reasonably competent, and to avoid those which they do poorly. The implication, of course, is that each child, on leaving school, should be proficient in at least one activity that is suited to his constitutional type and personality structure. This presumes, however, guidance of the individual student, a relatively unexplored domain in physical education that will probably receive more attention in future years.

The recreational activities of camping and hostelling have received considerable attention, and have by now passed through the experimental stage. In New South Wales, three camps are operated on a year-round basis, with instructional staffs consisting of a camp principal, and four or five camping specialists. The great variety of natural camping sites available in Australia, and a propitious climate, make camping and hostelling highly-regarded exposures to outdoor living. This view is supported in general by educators, who have endorsed the policy of conducting camps of two weeks duration during the school term. Centralization of administration has greatly facilitated the adoption of a camping program in schools, and it seems likely that present establishments will be expanded.

While there is little agreement about the dimensions of the ideal school program, our concept of physical education has progressed beyond that of a formal physical training program. Only the passage of time will tell whether one of the basic objectives of physical education, physical fitness, will be swept up in a deluge of funful activity, highly desirable as the latter may be.

Research

It is unfortunate, but nevertheless true, that the early stages of pioneering in a field, and research in the same field rarely occur together. Early endeavors center instead on very practical matters (in physical education, introducing a program of physical activities in schools), leaving little time for "intellectual adventure." This has been the case in Australia, where comparatively little research has been done by physical educators. There have been other contributing factors, among them:

1. The dearth of personnel trained in research methods, due largely to the absence of graduate departments of physical education.
2. The traditional venue of research, the university, has been somewhat reluctant, in states other than Victoria and Western Australia, to assimilate physical education into its academic fold.
3. Wishful thinking on the part of many physical educators that workers in related fields such as medicine, physiology, psychology, child development, etc., will have the time and interest to seek out the answers to problems confronting the field.

Nevertheless, there is a growing awareness that an adequate philosophy of physical education must come from the interpretive synthesis of facts derived from scientific investigation, rather than from endeavoring to coordinate the loose ends jutting from the multiplicity of current philosophies of physical education throughout the world, or from appeals to the heart, "whose reasons reason knows not of". Only then shall we partake of what Leonardo called "the noblest pleasure, the joy of understanding".

LACK OF FELLOWSHIP IS HELL

"It will be agreed that fellowship is the central truth of life, the essence alike of morals and religion; and that the maintenance of fellowship is our primary duty. The men of the Mayflower, in the famous voyage across the Atlantic, signed a compact binding themselves to stay together when they landed, and not to go wandering off, singly or in small groups, into the wilderness. This they did as an expression of their fidelity to God and to each other, and as the sole means of securing the safety of their community. Fellowship is the sacred word—the golden text of faith. 'Fellowship is life,' writes William Morris, in *The Dream of John Bull*, 'and lack of fellowship is death; fellowship is heaven, and lack of fellowship is hell; and the things which ye do upon the earth, it is for fellowship's sake that ye shall do them'."

John Haynes Holmes (from *The Questing Spirit*, p. 671)

A Major Club Project

Aix Barnard Harrison

DURING THE PAST YEAR, the boys of our Physical Education Majors Club under the sponsorship of Dr. Jack Byrom, have carried on a project which has proved to be very worth while. This project was a weekly activity period, held on Saturday mornings, for elementary school age children of Oklahoma A. and M. College faculty members.

The idea for this program originated the previous year with the boys of the club. The purpose was to be twofold: to give the boys an opportunity to get some actual teaching experience with elementary school age children, and to improve the public relations of our department on the campus and in the community.

Over fifty per cent of our men majors are varsity athletes who give little serious thought to teching until they reach their senior year and student teaching time. Since most of the student teaching takes place on the secondary level, many of the boys never have the opportunity to work with elementary school age children. There are jobs available at the elementary level so many of the boys wanted the opportunity to work with the younger children to learn if they could get along with them and if they enjoyed working with them.

Some Needs

We felt that this was a very desirable attitude on their part and at the same time saw an opportunity to do some public relations work. The aims and objectives of our profession are very poorly understood in this part of the country. Most people look upon a physical educator as an athletic coach and nothing more. We felt that the first area that needed some enlightening was right here on our own campus, so the enrollment in this program was restricted to children of college faculty members. Children of from grades one through six were invited to participate in the program by an article appearing in the college newspaper. Enrollment reached well over one hundred children during the first few weeks.

The Plan

The group was divided into four age groups according to grade level with from ten to thirty in each group. One instructor was assigned for every ten to fifteen children. Each boy would stay with his particular group through the entire two hour morning program. Each group went to four different teaching stations or activity areas. These were designated as tumbling, trampoline, rhythms, and games of low organization. The games area was outside whenever the weather permitted. The groups would spend twenty-five minutes in each area and take five minutes to rotate to the next area according to the pre-arranged schedule. Many of the boys changed groups from week to week in order that they might have the opportunity to work with all the different age levels.

Approximately ten of our men majors worked regularly with this program throughout the year with additional part time help coming from ten more.

Participation of Parents

An open house was held in the spring when all parents were invited to come and observe their children through a regular weekly program. No attempt was made to prepare any special demonstrations for this occasion. The parents were given one of the schedules showing what activity areas their children would be working in at a particular time and were allowed to follow along and observe at their own leisure. The response of the parents, all faculty members, was most gratifying. Some of them certainly gained some new concepts of physical education and their respect for our department and our major students undoubtedly went up proportionately.

There was a noticeable improvement in the skill level of the children participating in the program in tumbling, rhythms, and motor skills in general.

Concluding Statement

Although a lot of time and effort went into the planning and carrying out of this project we believe that it has been most successful. The boys of the Major club gained valuable experience in working with younger children. Some of them found that they enjoyed it to the extent that they are considering this type of teaching when they graduate. Both students and staff of our department feel that this program has made a valuable contribution to our professional growth and to the status of our department as a part of the college.

For complete health every person needs something above and beyond him to which he feels drawn to give his allegiance, or some substitute for it which has not yet been discovered.

Edited by Harry Grabner

ON THE TRAIL OF THE LONESOME PINE

Singing call: Windsor No. 7445.

Formation: 4 couple square.

OPENER, MIDDLE BREAK AND CLOSER:

Well, you do si do your corner, then bow to your own
Join your hands and around the ring you roam
Allemande left the corner lady, a right to your own
Grand right and left till you meet your own
Do si do, then you take her and swing
Yes, you swing, promenade her and sing
"In the Blue Ridge Mountains of Virginia
On the Trail of the Lonesome Pine."

FIGURE:

Two head gents take your corners to the middle and back
Same old four circle left around the track
Left hand star, go home, allemande right your own
Left hand 'round your corner, then go back home
Do si do, then your *corners* you'll swing
Yes, swing, promenade her and sing.
"In the Blue Ridge Mountains of Virginia
On the Trail of the Lonesome Pine."

(Gents 1 and 3 take corner ladies to center and back, same four circle left inside set. Change circle to left hand star back to home position, allemande right partners, do left hand turn with corners, do si do partners, swing corners, who become new partners, then promenade full around set to gents' home positions.)

Repeat *figure* with head gents active again; repeat opener for the middle break; repeat *figure* with side gents active; repeat *figure* with side gents active again; repeat opener for closer.

The following mixer was presented at the annual convention of the American Association for Health, Physical Education and Recreation at Chicago in 1956, by James Lackey.

Road to the Isles:

Record: Imperial No. 1005.

Couples face LOD, lady to right of gentleman. Left hands are joined in front of man's right shoulder. Right hands are joined over lady's right shoulder. Both start left foot.

Toe touch diagonally forward 1-2
Cross left behind right 3, step right with right 4
Cross left in front of right 5-6
R. toe touch diagonally forward 7-8
Cross right behind left 9, step left with left 10
Cross right in front of left 11-12.
L. toe touch diagonally forward 13-14
L. toe touch side left 15-16.
Running L.R.L. Hop on L., 1-2-3-4, R.L.R. Hop on right and do a right about face on this hop, 5-6-7-8, L.R.L. Hop doing a left about face, 9-10-11-12, in place R.L.R. hold, 13-14-15-16.
As a mixer, on the last four counts, as the man steps in place the ladies move up one partner.

BLUEBELL

By Esther and Gil Magida
Oak Park, Illinois

Mr. Magida is the physical education instructor at Washington School in River Forest, and has been calling and teaching square and round dances for the past ten years.

Record: Bluebell, Columbia, 40633 (Music must be speeded up).

Position: Open dance, inside hands joined (his right, her left) and held shoulder high. Steps are for man, lady does counterpart.

Measures 1-2. Walk, 2, 3, 4; change, 2, 3, 4.
Starting with left foot, walk L,R,L,R. Meas. 2, gent and lady change places, with lady making left face turn under her left and gent's right arm: Walk L,R,L,R, to face R L O D.

Measures 3-4. Walk, 2, 3, 4; change, 2, 3, 4.
Repeat meas. 1-2 in reverse L O D, ending with gent's back to center. Lady places hands on gent's shoulders, gent places hands on lady's hips.

Measures 5-6. Slide, 2, 3, 4; Slide, 2, 3, 4.
Four sliding sashay steps to gent's left. Meas. 6, repeat to right. Keep same hand position.

Measures 7-8. Two step, two step, two step, two step.

Four two steps in same hand position, making two complete clockwise turns around one another. End with gent's back to center, keeping same hand position.

Measures 9-10. Heel, toe, heel, toe; slide, slide, slide, slide,

Touch left heel forward-sideward, then left toe next to right instep. Repeat with same foot. Meas. 10, do four sliding sashay steps to gent's left.

Measures 11-12. Heel, toe, heel, toe; slide, slide, slide, slide.

Repeat Meas. 9-10, using right foot.

Measures 13-14. Do-si-do, 2, 3, 4.

Do a do-si-do in four two steps, starting with left foot.

Measures 15-16. Turn away, two step, two step, two step.

Four two steps in a small circle, turning away from partner. Gents goes to his left starting with left foot, and lady goes to her *left* starting with *right* foot. End facing L O D, inside hands joined.

Measures 17-18. Repeat meas. 1-2.

Measures 19-20. Repeat meas. 3-4, ending with partners facing, man's back to center, holding both hands.

Measures 21-22. Pas de basque, pas de basque; turn, 2, 3, 4.

Count 1, jump on left foot to left side. On "and", put right foot in back of heel, and step on ball of right foot. Count 2, step on left foot in place. Count 3, jump to right on right foot. On "and", put left foot behind right heel, and step on ball of left foot. Count 4, step on right foot in place. Meas. 22, make full left face turn, L,R,L, and then swing right foot over left on count 4. Lady makes right face turn.

Measures 23-24. Pas de basque, pas de basque; turn, 2, 3, 4.

Repeat meas. 21-22, going first to right, then left. However, make only a three-quarter turn on second part, to end facing L O D, stepping R,L,R, touch 1. (Turn is to right.) End with inside hands joined.

Measures 25-26. Pas de basque, pas de basque; lady, turn, 3,4.

Count 1, jump on left foot to side. On "and", put right foot next to left foot, and step on ball of right foot. Count 2, step on left foot in place. Count 3 and 4, repeat counts 1 and 2 with right foot. (On counts 1 and 2, partners move away. On 3 and 4 they move together.) Meas. 26, lady makes a left face turn in front of gent, stepping R,L,R,L, as gent steps back on left, side on right, crosses left in front of right, steps to side on right. Lady now on gent's left, inside hands joined.

Measures 27-28. Pas de basque, pas de basque; lady, turn, 3, 4.

Repeat meas. 25-26. On pas de basque, partners go toward one another, and then away. Meas. 28, lady makes right face *three-quarters turn* R,L,R,L, as gent steps back on left, crosses right foot in back and to side of left, steps to side on left, and steps to place on right, turning to face partner on last step. Gents back is now to center, his right and her left hands joined.

Interlude: There is a two measure interlude before dance repeats.

Step, swing, step, swing; step, swing; step, swing. Count 1, step on left to side, count 2, swing right foot over left. Count 3, step on right, count 4, swing left over right. Repeat step swings again.

Dance starts again from measure 1, up to and including measure 20.

To end dance, lady does a *right* face turn under her left and gent's right arm, and bow.

SWEET GEORGIA BROWN MIXER*

Doc and Winnie Alumbaugh

Starting Position: Varsouvianna position, both facing in LOD.

Footwork: Identical footwork for both M and W.

Meas.

1– 4 TWO STEP; TWO STEP; TWIRL, AND; FACE, WALL;

Start L ft and do 2 steps fwd in LOD; while M takes four short walking steps fwd in LOD, W makes a 1¼ R face twirl under joined R arms, ending with partners facing wall and resuming varsouvianna position, M standing far enough away from W to clear the footwork that follows.

5– 8 SIDE, BEHIND; SIDE, IN FRONT; DRAW, —; DRAW, —;

As in a "grapevine" movement, step to L side in LOD on L ft, step on R ft across in back of L; step to L side on L ft, step on R ft across in front of L; step to L side on L ft, draw R ft to L taking weight on R; step again to L side on L ft. draw R ft to L but leave weight on L ft.

9–12 SIDE, BEHIND; SIDE, IN FRONT; DRAW, —; DRAW, —;

Repeat action of Meas. 5-8 starting R ft and moving in RLOD, ending with weight on R ft.

13–16 BALANCE LEFT; BALANCE RIGHT; MEN PROGRESS; LADIES BALANCE;

Bal to L side in LOD on L ft, hold 1 ct; balance to R side in RLOD on R ft, hold 1 ct; partners release and, while M starts L ft and walks four steps in LOD to the next W in LOD, W bal to L in LOD on L ft, holds 1 ct, bal to R in RLOD on R ft and holds 1 ct while turning ¼ L to face in LOD as new M comes alongside. New partners take varsouvianna position, ready to repeat the dance.

REPEAT ENTIRE DANCE FOR A TOTAL OF EIGHT TIMES

Ending: TWO STEP; TWO STEP; TWIRL; BOW

During the musical tag following the eighth and last time through the dance, new partners start L ft and do 2 two steps fwd in LOD; while M takes four steps almost in place, W makes ¾ R twirl under joined R arms with four steps, ending music with partners acknowledging.

In-Service Training for Major Students

Sheldon Fordham

IT BECOMES apparent that many of our major students in physical education are graduating from colleges and universities with little or no training or experience in intramural sports. School administrators, park district officials, and others in supervisory positions are amazed that the majority of job applicants are unfamiliar with this area. It is a fact that most of our college intramural programs are functioning with student managers who are majoring in fields other than physical education or recreation. It would be unheard of for engineering students to omit mathematics from their course of study. Intramural sports has the same relationship to the education for a physical education degree as mathematics to engineering. It appears, therefore, that we are missing an excellent opportunity to train our major students in one phase of their work that is becoming increasingly more important.

In 1951 we began a plan at the Chicago Undergraduate Division of the University of Illinois to aid in better preparing students in the intramural area. This plan is conducted in conjunction with the course in Professional Orientation and operates as follows:

Students in this course are assigned two intramural activities in which their duties consist of officiating, setting up tournaments, and record keeping as assistants to the Intramural Director. Ten percent of their grade in the course is derived from this assignment. Naturally, all students are encouraged to participate in both the intramural and the varsity sport program but as is so many times the case, those students who need the varied experience are those who neglect this aspect of their training—thus the necessity for making such an assignment.

This is only one of the many things that we can do to better prepare major students for the varied tasks in the wide area of physical education and recreation.

WEIGHT LIFTER

Stratton F. Caldwell

A platform
Scarred, pitted, splintered
Stained by effort, frustration, hope
Challenging neuro muscular force
Waiting to be conquered, subdued, overwhelmed.

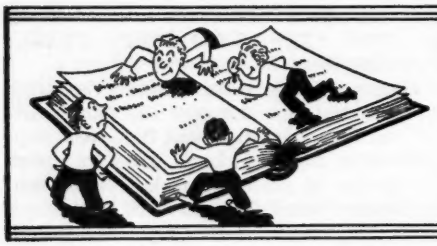
Ponderous metal rests, meditates
Waiting for movement, life!
Pectorals, deltoids and biceps
Awaken!
Challenge issued, accepted.

Man, most complex
Approaches, ponders, calculates
Neural mechanism adjusts
Sensory impulse flows
Selectivity of receptor, effector
Stimulation, depression
Competition for a nerve path
Flexion, extension, relaxation.

The house of power
Prepares, gathers
Waits for the moment
Gluteals, hamstrings, quadriceps
Poised.

Explosion!
Ligaments, tendons cry
Reaching for the unknown
Force changing structure
Bone lever moved, projected
Reaching upward for
Fulfillment!

The conquered
Rests inert
Spent, drained
Dependent upon life force
Surging power controlled
Man the master!



BOOK Reviews

Edited by K. W. Bookwalter

ALLEN, CATHERINE L., *Fun for Parties and Programs,* Englewood Cliffs, N. J., Prentice Hall, Inc., 1956, pp. 146, $2.95.

This is a brief but well organized book on various aspects of social recreation. The book is aimed at the beginner in this field. The first of four sections is directed at social recreation methods including such important items as leadership, needs of people and special techniques. The second section on materials begins with simple group formations and progresses to more complex rhythms, stunts nad games. The third section includes complete plans for three different parties, encompassing pre-party arrangements, program and follow-up. The last section on supplementary materials lists equipment that can be homemade and sources of records, music, party ideas and free and inexpensive material. A very brief bibliography and index of games and activities rounds out the book.

HOWARD R. NIXON.

BAUER, W. W., *Your Health Today,* New York, Harper & Brothers, 1955.

Each chapter discusses one of the vital health problems of today in a practical way. A list of questions related to real life situations begins each chapter. The answers are discussed scientifically and included are the implications to the individual and the community.

Among the topics are: health and the future, effects of heredity, environment and customs on health, guides to good living, what you need to know about doctors, family life education, personal and community health as related to the human life. Most of the topics are discussed in terms of physical, mental, social, and emotional health.

The book could be used as a good text for college students, and professional health educators. It would also be a good health education book for the average layman.

MOHAMMED ALLAM

BROER, MARION R., AND WILSON, RUTH M., *Handbook of Marching Tactics,* Seattle, University of Washington Press, 1956, 58 pp., $1.50.

Marching has such objectives as self-control, discipline, rhythm, and correct body mechanics. This activity may be used where space and facilities are limited, for moving groups of students and for purposes of demonstrations. This teaching manual covers basic formations, fundamental individual and group maneuvers, application of basic maneuvers, and maneuvers suited for use in Grand Marching.

Each maneuver is clearly and concisely covered to include nomenclature, instructions, diagramatic explanation, counting procedure and command.

HOWARD R. NIXON.

CINCINNATI PUBLIC SCHOOLS, *Course of Study in Health and Safety for Senior High Schools,* Cincinnati, Ohio, 1956, 246 pp., $2.50.

This is a cooperative project involving teachers, administrators, and consulting specialists over a period of years. It is a guide and not a requirement.

Grade 10 units involve Hygiene, Driver Education; Grade 12 units include First Aid, Family Living and Hygiene, Recreation, and Driver Training.

Topics are outlined to include basic content, objectives, suggested approaches, activities, evaluation recommendations, and selected references and visual aids.

This course of study is complete and helpful. The printing is legible and durable. All health education teachers should avail themselves of this source.

KARL W. BOOKWALTER.

FAIT, HOLLIS, ET AL., *A Manual of Physical Education Activities,* Philadelphia, W. B. Saunders Company, 1956, 310 pp., $4.00.

A well written supplementary aid for college students participating in physical education classes. The text includes a personal inventory record, a brief introduction to physical education, and descriptions of activities. There are 27 chapters covering activities. These are alphabetically arranged from archery to wrestling. There are 26

activities included in the text, including football as a spectator sport and one chapter on recreational games.

Each chapter includes the history and general description of each sport, safety and courtesy features involved in the activity, selection and care of the necessary equipment, recording forms for practice periods, photographic and diagrammatic aids, and a selected list of references. Each of the activities is written to cover both the participant and the spectator viewpoints. A written test for each activity is included in the last section of the text.

HOWARD R. NIXON.

STATE OF INDIANA, DEPARTMENT OF PUBLIC INSTRUCTION AND THE INDIANA STATE BOARD OF HEALTH, *A Guide for Health Education in Indiana Schools,* Indianapolis, Indiana, *Bulletin No. 219,* 1956, 315 pp., N. C.

This Bulletin is published as a guide or course of study for teachers of health education from kindergarten through the 8th grade. Published following a four year period of development, it represents a culmination of the efforts of a committee of teachers, nurses, physicians, parents, health educators and representatives of voluntary and official health agencies.

Nine subject matter areas of health education are broken down in terms of desired outcomes, content, learning experience, resources and evaluation procedures at each grade level.

The fact that this course of study contains material in sequence for kindergarten through the 8th grade affords the teacher the unique opportunity to avoid repetition.

The appendix lists some valuable aids to the teacher including audio-visual aids, standardized tests, periodicals and the names and addresses of material publishers and film distributors.

WILLIAM WHITELEY.

JENKINS, GLADYS G., BAUER, W. W., AND SHACTER, HELEN S., *Guidebook for Teen-agers,* New York, Scott, Foresman and Company, 1955, 288 pp., $3.60.

The health and personal development problems of teen-agers will always be a concern of teachers. The Guidebook for Teen-agers is another approach to this problem, serving not only as a text, but also as a help for the teacher in preparing lesson plans, projects or discussions. The first part of the book, the *Guidebook* explains the important techniques of group guidance: group discussion, sociodrama, sociometry, panels, "buzz sessions", and the use of films. Specific lesson plans are included to assist the teacher in his approach to major topics. Objective and essay type tests and procedures for evaluation are included.

The second part, *Teen-agers* covers five broad problem areas in health and personal development: "Discovering Yourself", "As You Grow Socially", "Understanding Your Body", "Being a Good Family Member", and "Looking Toward the Future".

The wide variety of teaching aids found in this book make it possible for teachers to meet almost any teaching problem. This book may serve as a basis for a course in health education, may provide specific unit or lesson aids, or even help make a full year's program.

JOSEPH ERRINGTON.

LANE. HOWARD AND BEAUCHAMP, MARY, *Human Relations in Teaching,* New York, Prentice-Hall, Inc., 1955, 353 pp., $4.95.

This book was written for parents, teachers, neighbors and educators with the idea of provoking thought. It was written to effect study and consideration of the problems, that happy, productive, secure children will be the end result.

The book is divided into three sections: "What Does it Mean to be Human?", "What Does it Mean to Live in Mid-Twentieth Century?", and "What are the Dynamics of Learning to Live Together?" The first section considers the development of the child and his social growth; Section two deals with some of the problems and needs of modern society; Section three is concerned with the teaching and skills of group living and the related problems and characteristics.

This is a most sympathetic book with a message for every person who is concerned with children in any way.

JOSEPH ERRINGTON.

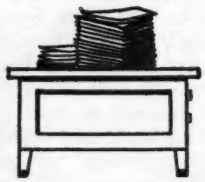
LATCHAW, MARJORIE, *A Pocket Guide of Games and Rhythms for the Elementary School,* New York, Prentice-Hall, Inc., 1956, 315 pp., $2.50.

This is a collection of group games for elementary school children. The activities are classified as to their nature, such as "running—tagging games", "throwing catching games", "kicking games" and the like. Further, the games are organized in specific skill categories, in their approximate order of difficulty.

The activities were selected with the thought of developing skill which elementary children will need later in life. They were selected with the growth and development of the child in a democratic society as the guide.

The skills involved in each category are briefly analyzed, and each activity has a short evaluative check list after it. Instructions and rules for each activity are included as well as helpful hints or variations. This is a most useful book, to the physical educator, camp counselor, or elementary school teacher.

JOSEPH ERRINGTON.



Recent ARTICLES

Edited by K. W. Bookwalter

BLOCK, MARVIN A., "Alcoholism Is a Disease", *Today's Health*, 34;9:36-19, September, 1956.

One of the major social problems of the day is approached in a straight-forward and sympathetic manner in this article. The general problem is viewed in a most practical manner pointing out some of the modern theories and indicating that there is general agreement that alcoholism is generally caused by both physical and psychological factors.

This article stressed the point that modern physicians not only recognize the problems of the alcoholic more readily, but are more able to give physical and psychological assistance than ever before. Many alcoholics are now treated in the physician's office as opposed to the hospital or sanatorium.

The fact that alcoholism is recognized as a disease means that it can be treated, and that early detection improves the chances for recovery and complete rehabilitation.

JOSEPH ERRINGTON.

BOYDSTON, DONALD M., SELL, JAMES A., AND WHELAN, ROBERT F., "A Comparison of Scores on a Health Knowledge Test of College Veterans and Non-veterans," *Journal of School Health*, 26:7, 220-222, September, 1956.

Through the use of an objective type of health knowledge test of 213 veteran freshmen and sophomores and 1,077 non-veteran freshmen college students the authors determined that veteran students, as a special group should not be exempt from required courses in personal and community health. The basis for this determination was the test results which indicated that the veteran student did not have a greater knowledge of health than the non-veteran.

A comparison of the scores for both the veteran and non-veteran students is contained in Table I of the article while the 16 areas of health from which the various number of questions were chosen with the percentage of correct answers is given in Table 2.

JOHN HODAPP.

CARLILE, FORBES, "Effect of Preliminary Passive Warming on Swimming Performance", *Research Quarterly*, 27; 2, 143-51, May, 1956.

Preliminary heating by 8 minutes showers on a group of male swimmers in 220 yard event, showed 1½ per cent gains in speed which were statistically significant.

Forty yard time trials preceded by 8 minute hot showers showed a highly significant gain in speed of 1 per cent.

Performances were not closely related to rectal temperatures.

Passive pre race heating and actual work is recommended for "warming up".

KARL W. BOOKWALTER.

"A Guide to Books on Recreation," *Recreation Part II*, National Recreation Association, 49:7: p. 30.

A 30 page supplement to *Recreation* listing over 750 selected books on all phases of recreation. All books are catalogued into 24 activity and subject divisions. The bulletin contains an author-title index for all books listed. The book description contains the title, author, brief description and price. The National Recreation Association offers a purchasing service on any of these books through a Recreation Book Center.

HOWARD NIXON.

HALE, PATRICIA WHITAKER, "Proposed Method for Analyzing Sociometric Data", *Research Quarterly*, 27; 2, 152-161, May, 1956.

Sociometry as an evaluative technique for determining individual social status has lacked criteria upon which to base value-judgment of results.

The author proposes the following criteria:

1. Minimum number of isolates.
2. Maximum total number of reciprocated choices.
3. Each person uses all of his choice.
4. Increase in number of reciprocated choice.
5. Acceptance curve moves from "J" to "Normal" shape.
6. Reduction of overchoice to equal sharing of choices.

7. Structural arrangement of sociogram becomes highly differentiated and all pervading.

Criteria were tested by imaginary data. Reviewers note: It is possible that in deriving the imaginary data they were selected to *suit* the criteria.

KARL W. BOOKWALTER.

JACKSON, C. O., "Let's Rate Your Health Education Program," *Journal of Health—Physical Education—Recreation,* 26; 6:29, 30, 32, September, 1955.

This provides a brief, but carefully balanced and authenticated check list to evaluate existing health education programs in any school, elementary through secondary. Four areas are covered, including administrative, curricular, instructional, and community.

The responses to the twenty-two questions may be scored either "yes", "no", or "to some extent". A suggested numerical weighting is given so the total score may be compared to a suggested minimum standard. Each question is followed by a paragraph indicating what is involved in meeting a particular standard.

HOWARD NIXON.

LOEWENDAHL, EVELYN, "Growth and Development in the Body Mechanics Program," *Journal of Health — Physical Education — Recreation,* 27; 5:20, 26, May-June, 1956.

The author recommends the re-evaluation of body mechanics programs based upon the following basic general principles of growth: (1) Children do not conform to any one pattern of growth. The physical functions of each child develop individually at a unique rate. The general sequence of growth is the same in all human structure. The head balances before the trunk and the trunk balances before the lower extremities, in standing. (2) At any age, a child may be far advanced or far behind in motor coordination, in mobility of the trunk and extremities in all planes and in strength of muscle contraction. There may be wider divergencies in strength and mobility than in motor coordination. (3) Some children show even development in all physical functions. Each child progresses individually. (4) If the rhythm of growth were represented in a graph, the curve would represent a spinal rather than a steady upward increase in all functions Back-tracking fluctuations do take place, then advances occur in periodic spurts until ultimate physical maturity is reached.

CAROLYN BOOKWALTER.

STREIT, W. K., "Planned Health Education from Kindergarten to Senior High," *Journal of Health —Physical Education — Recreation,* 27:3, March, 1956, pp. 14, 15, 18.

The school helps individuals develop the habits, attitudes, and knowledge necessary to maximum physical, mental, and emotional development.

Cincinnati now has health instruction in elementary school, junior high school, and in high school. Criteria for the selection of content are:

1. Does not meet the needs and interests of students?
2. It is useful?
3. Is it in progression?
4. Is it psychologically arranged?
5. How can it be taught effectively?

Time allotment is 50-60 minutes per day in kindergarten and primary grades, 100 minutes per week in intermediate grades, 55 minutes each day in junior high, 2½ periods per week in grades 10-12 (includes safety).

Purposes for each level include: primary level—healthful and safe environment, effective instruction, and parental cooperation; intermediate level—freedom from defects and enhanced instruction; junior high level—integration with sciences and good health attitudes; and senior high level—preinduction health instruction, driver education, first aid, and home care.

Emphasis is placed upon teacher initiative, in-service training, and growth. Content is arranged in three cycles 4-5-6, 7-8, and 10-12.

KARL W. BOOKWALTER.

THOMPSON, CLEM W., and NAGLE, FRANCIS, "Football Starting Signals and Reaction Time", *Scholastic Coach,* 26; 1:22-24.

This article reports an investigation into the reaction-time found with different types of signals. To measure the differences a specially designed device was made which involved starting of a clock by the signal caller and by stopping of the clock by the subject as he steps upon a contact plate. Two types of signals were called for each subject, a rhythmical signal and a non-rhythmic signal, there being 43 subjects used.

The experiment showed that the subjects reacted faster with a rhythmic signal. Caution should be exercised in drawing the conclusions, for athletes might move in anticipation of the charge and either be off-side or telegraph the charge to the opponents.

JOSEPH ERRINGTON

Who's Who in the Profession

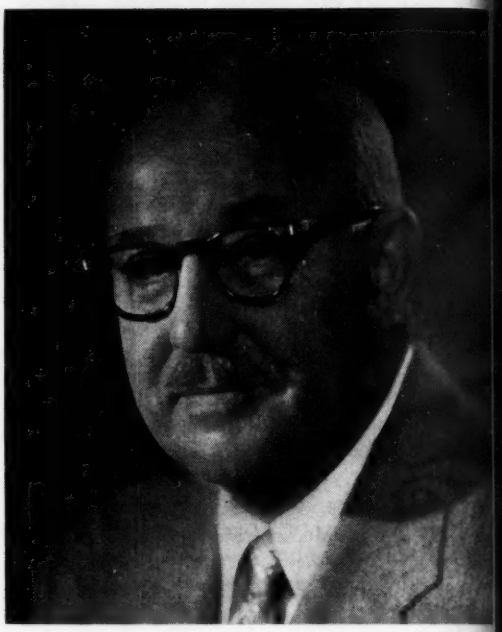
Edited by K. W. Bookwalter

W. W. BAUER, M.D., was born in Milwaukee, Wisconsin, July 23, 1892. He received the B.S. degree from the University of Wisconsin in 1915, his M.D. degree from the University of Pennsylvania in 1917.

He was a Captain in the Army Medical Corps in 1918-19, and a Major in the Army Medical Reserve in 1919-20. He served as Epidemiologist for the Milwaukee, Wisconsin Health Department from 1922-23. From 1923-31 he was commissioner of Health, Racine, Wisconsin. In 1932, he assumed his present position as Director of the Bureau of Health Education, American Medical Association. He was appointed Editor of TODAY'S HEALTH in 1949 after serving as Associate Editor for 17 years.

He was a recipient of the Prentice Award from the Cleveland Health Museum in 1947. He is a member of the National Education Association, the Administrators; Phi Beta Kappa; and Alpha Omega Alpha. He holds an award of merit from the American Medical Writer's Association and in 1955, received the Anderson Award from the American Association for Health, Physical Education, and Recreation. He is a member of the Radio Pioneers' Club. He is listed in *Leaders in Education.*

He is the author or co-author of many books and articles, such as *Health Education, Your Health Today,* and the textbook series, "Health and Personal Development," graded for elementary and secondary schools.



W. W. BAUER, M.D.

RUTH E. GROUT

RUTH E. GROUT was born in Princeton, Massachusetts, October 4th, 1901. She received her A.B degree from Mt. Holyoke College in 1923, an M.P.H. from Yale in 1930, and a Ph.D. from Yale in the fields of public health and education in 1939.

She started her teaching career as a biology teacher in 1923, at Bristol and New Haven, Connecticut. In 1931 she became director of health education study, Cattaraugus County, New York. In 1938 she was senior supervisor of health education for the Tennessee Valley Authority. At the beginning of World War II, she served the U. S. Office of Education as a consultant in health education.

In 1943, she became Associate Professor of Education and Public Health, School of Public Health and College of Education, University of Minnesota, and since 1952 has been a full professor. She served as a consultant in health education in 1952, 1953 and again in 1956 for The Regional Office for Europe of the World Health Organization. Since 1949 she has been a member of the Inactive Reserve Officers' Corps of the U. S. Public Health Service (Senior Scientists—Commander).

Some of the associations to which she belongs include: Council of National Organizations of the Adult Education Association, Delta Omega, and Delta Kappa Gamma. She is author of such books as: *A Handbook of Health Education for Rural Schools, and Health Teaching in Schools.*